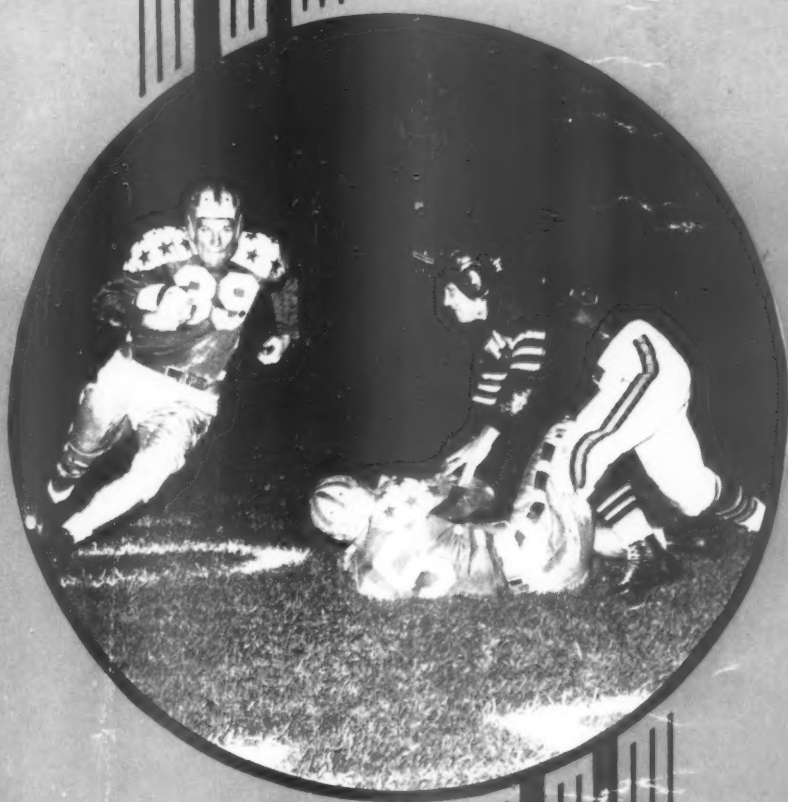


# ATHLETIC JOURNAL

Vol. XXV

September, 1944



## The T Formation

Jeff Cravath  
Skip Palrang

## Simple Fundamentals of Offensive Football

Carroll Widdoes  
E. R. Godfrey  
Paul Bixler

## Meeting the Shifting Defense

Dana McLendon



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# *The* ATHLETIC JOURNAL

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*for* September, 1944

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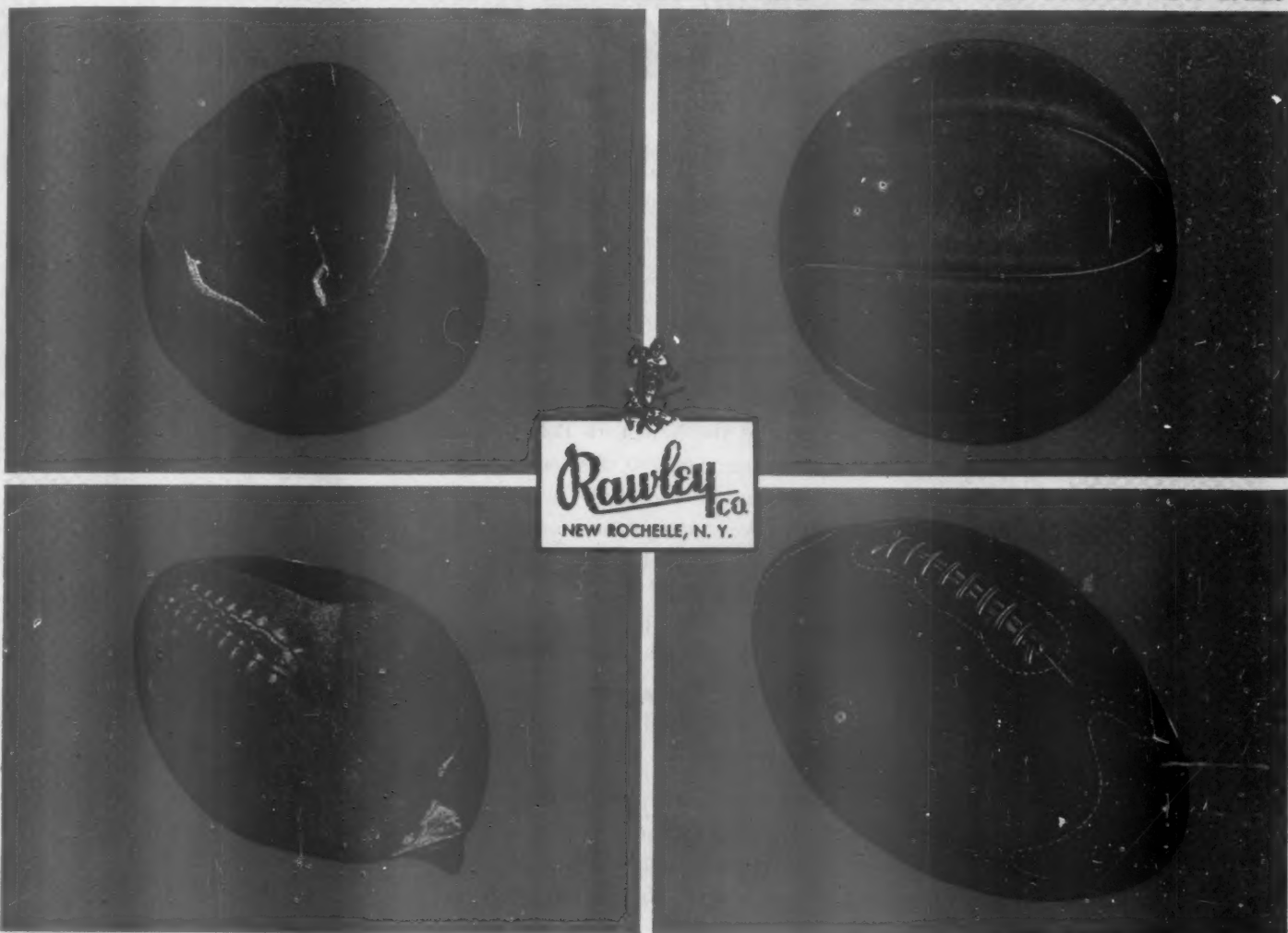


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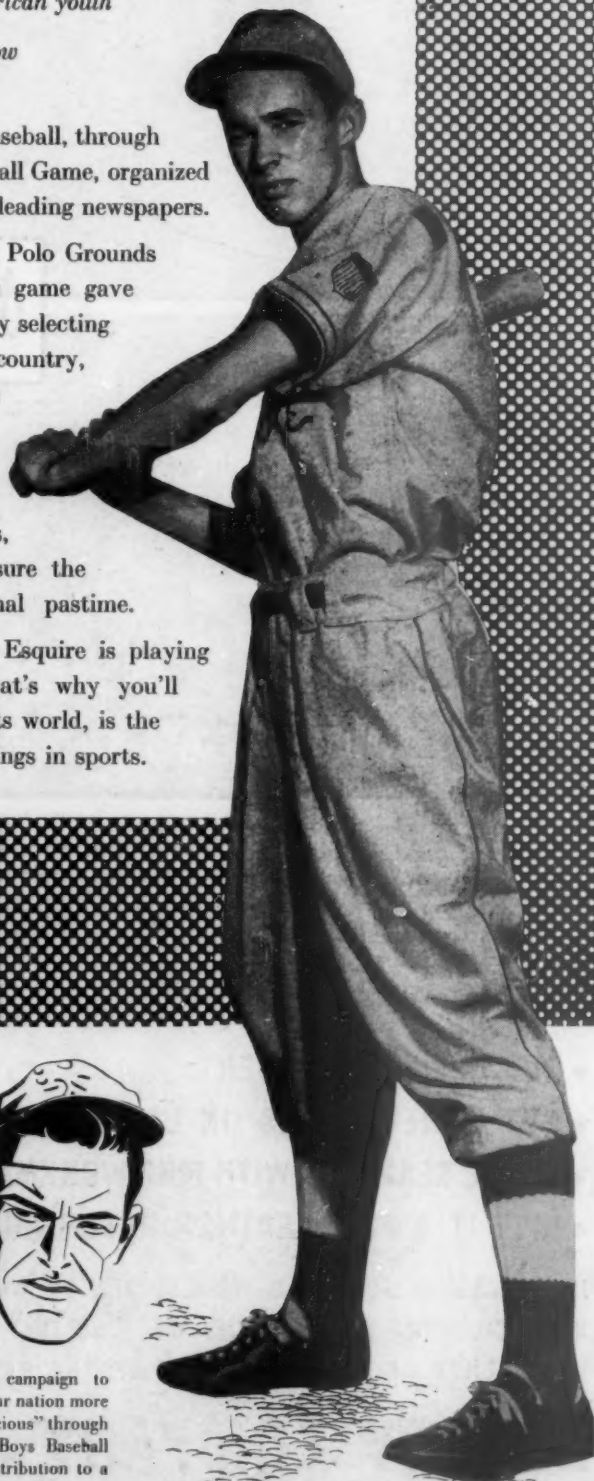
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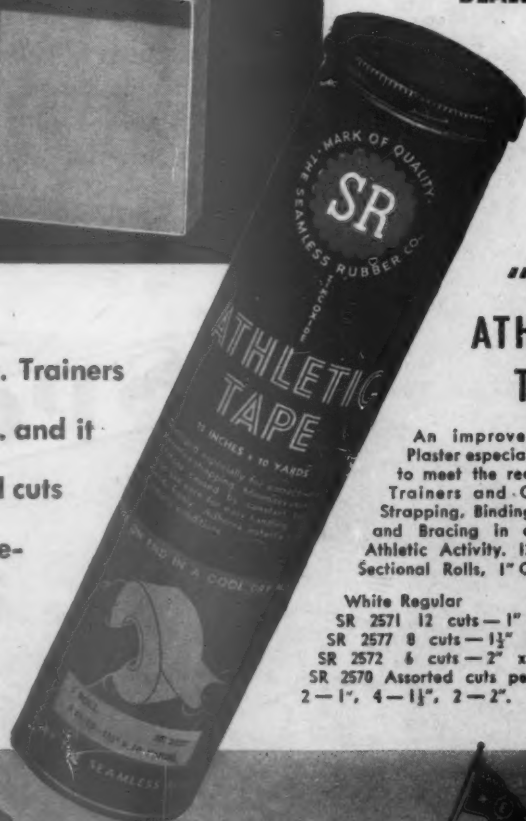
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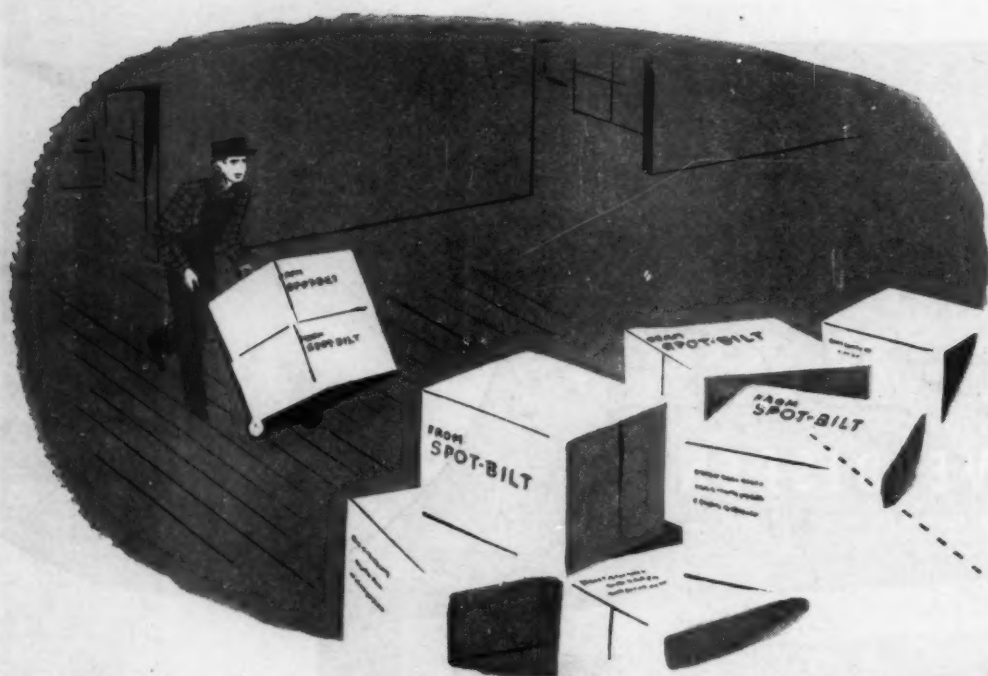
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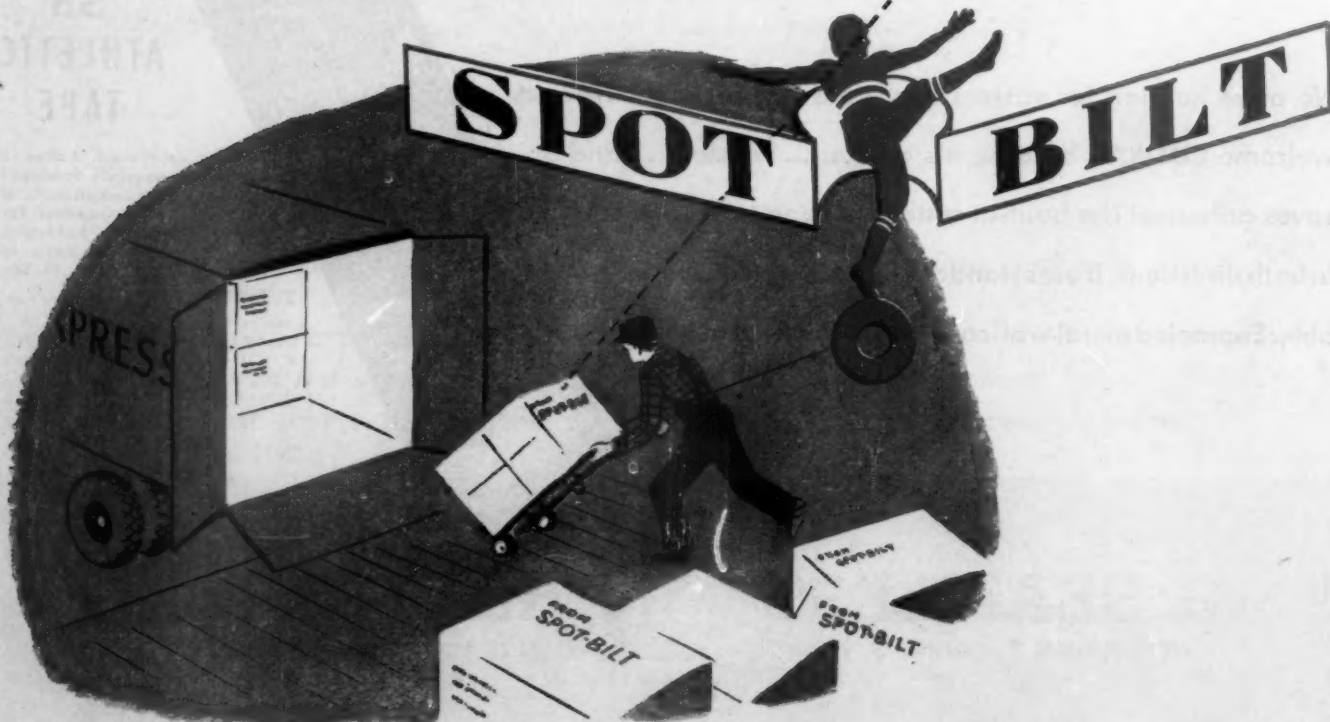
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# High Lights of the Coaching Schools of the Texas High School Coaches Association and the University of Tulsa

THE Twelfth Annual Coaching School of the Texas High School Coaches Association was held in Wichita Falls, Texas, August 7 to 11. The Texas Coaching School which is nationally known as the largest coaching school in the United States had an enrollment of almost five hundred coaches and players, the largest in the history of the organization. Championship coaches whose teams participated in the Rose Bowl, the Sugar Bowl, the Cotton Bowl, the Texas High School Championship Football Game, the Texas Championship Basketball Game, and the favorably and well-known trainer Chuck Cramer composed the staff of instructors.

Jeff Cravath of the University of Southern California who guided his Alma Mater to a Rose Bowl championship last year spoke on the T formation. Bobbie Dodd of Georgia Tech whose championship club gave a great account of itself in the Sugar Bowl game last year discussed the single wing-back formation used by Georgia Tech. Blair Cherry, shrewd backfield coach of the University of Texas championship grid machine which played in the Cotton Bowl last year, lectured on backfield fundamentals. Del Morgan of Texas Tech addressed the school on line play. Jewell Wallace who won the Texas State High School Football Championship last season and Stanley Thomas who won the Texas State Basketball Championship presented the organization and administrative side of these two sports.

Henry Frnka, football coach at the University of Tulsa, and one of the organizers of the Texas High School Coaching School, in the days when he was a Texas high school coach, sponsored a very fine coaching school the first week in August at Tulsa University. Skip Palrang of Boys Town, Nebraska gave what many coaches believed to be a most complete lecture on the modern T formation. Homer Norton, who has a phenomenal coaching record at Texas A. & M. discussed the double wing-back and the box formations. Buddy Brothers and Mike Milligan of the University of Tulsa handled backfield and line play. Dr. Eugene Lambert of the University of Arkansas elaborated upon the Arkansas system of basketball. Chuck

By Otis Coffey

Pampa, Texas

Cramer and Lil Dimmitt of A. & M. discussed the prevention and treatment of injuries and taping.

## The T Formation

By Jeff Cravath

Football Coach, University of Southern California

IT is with the greatest of pleasure that I am here at this fine coaching school. I am still trying to find out, however, why you chose me to talk on the T formation. I grew up, and still remain, an exponent of the single wing-back formation. As many others, I started using the T formation as a defensive measure. I began experimenting with it with the intention of trying to find a defensive system to use against it. The plan "back-fired" when my players became so attached to it, that I found it absolutely necessary to use it as my basic offense. Once a coach starts using the T formation, the boys will not let him stop. There are several reasons for this fact, one of the major reasons being that boys enjoy screening and brush-blocking such as they use when employing the T formation. It appears that, if I am to go back to the formations which I like best, I will have to change schools.

I should like to say, before discussing offensive team play, that what I shall say will not conform to the principles laid down by Clark Shaughnessy who is now the "power" of the Chicago Bears. I have tried to employ those principles, but did not find them applicable to my situation. As a consequence, I have worked out some

deviations and principles of my own which I use. You probably will have to do the same, when you start using the T formation.

There are three types of plays which I employ. I have given them the following names: (1) quick-opening plays; (2) power plays; and (3) pressure plays.

Quick-opening plays are the fast, direct plays with no faking and with individual blocking. The power plays are those in which the offensive men at the point of attack use two-on-one blocking on each side of the hole. The pressure plays are those which require two-on-one blocking on the defensive man away from the man-in-motion and individual blocking on the side of the man-in-motion.

I have found it advantageous to put six different players in motion at various times, when employing the T formation. All four of the backs and the two ends are sent in motion in both directions on various plays. This principle gives the T formation a very versatile style of attack.

There are two key men in every formation. In the T formation, those men are the center and quarterback. These two men must spend a great deal of time working together.

### Personnel and Stance

If the passer is right-handed, the best pass-receiver should be at the left end. He should be the faster and more elusive end on the squad. The left end is easier to spot by a right-handed passer than the right end.

The left end should assume a three-point stance with his feet almost on an even keel. If there is to be any change from this position, it should be with the left leg back slightly. He should take a position one to two yards from his own left tackle. One of his duties is to block the defensive right tackle alone.

The right tackle should also assume a three-point stance. He should assume a stance with his left leg slightly back of his right. It will be necessary for the right tackle to pull out of the line both to the right and left. He and the offensive right guard will alternate in blocking the defensive left guard on several plays. They

AS MUCH as possible, we give our readers articles on the subjects most requested. During the summer, we have had many calls for information on the T formation and we are pleased to present such informative articles as the accompanying one by Jeff Cravath and the one on page 46 by Skip Palrang, through the courtesy of Otis Coffey.

may operate in such a manner that the left guard blocks the defensive right guard *inward* with a shoulder block, and the tackle blocks the defensive left tackle *out* with the same type of block, or they may change assignments and cross-block the two defensive men. The scissors block is often used in which the end blocks the defensive tackle *inward* and the tackle blocks the defensive end *out*.

The right guard should line up with his left foot forward and his right foot back. In taking the defensive left end out, the right guard should pull out of the line with a cross-over step. In pulling to the left side of the line, he should step slightly back and in the direction in which he is to pull with his left foot.

The center should assume a stance with the ball of his left foot even with the arch of his right and with both feet parallel. He should position himself so that the ball lies directly below his forehead, a position which will almost place him off side. As to whether he should pass the ball with one or two hands, I should like to say that I prefer the two-handed pass. If for no other reason, it eliminates any illegal use of the forearm of the free arm as the ball is passed. There is a diversity of opinion in regard to the execution of passing the ball. It is an easy assignment for the center to "flail" his forearm in the face of his opponent as the ball is passed, and he must be discouraged from doing this.

The left side of the line operates exactly in an opposite way from the right side.

When I first started using the T formation, I tried to use single wing-back blocking, and I found that it was not satisfactory. My experience has taught me that line-blocking must be at least eighteen inches higher than that used in the single wing-back blocking. Extra precaution should be taken that the offensive blockers do not use their forearms illegally on the defensive men. It is legal to shoot the blocker's shoulder at the offensive man's face and just as effective as the forearm. Football is a grand game and it is the business of all coaches to keep it that way. Coaches who tolerate the illegal use of the forearms by the offensive men are fostering and encouraging rough and dirty defensive play as compensation, a condition which might culminate in administrators taking charge and deciding to change our American game to Rugby or some other sport. As the condition is today, the coaches and officials will have to exert every effort to preserve the game from this bad feature.

In selecting the backs, I believe, a coach must consider whether the passer is left- or right-handed. If the passer is right-handed, the left halfback should be the cleverest, most elusive and fastest man on the ball club. He should weigh not less than 160 pounds.

The right halfback should be the strong-

est and next to the fastest back on the field. He should be a rugged blocker and an aggressive, hard runner.

The fullback is more important than either halfback. His role is much more important, when employing the T formation, than it is when either the single or double wing-back is used. He must be alert, smart, and have a great deal of speed. His speed is more valuable than any ability that he might have in driving for three or four yards. In the T formation, every play that is called on first, second and third down is an attempt to make a touchdown. This principle is even true on fourth down when the offensive team is inside the opponent's 30-yard line. A coach who tries to use the T formation without a fullback who can skirt the ends in great fashion is handicapped materially.

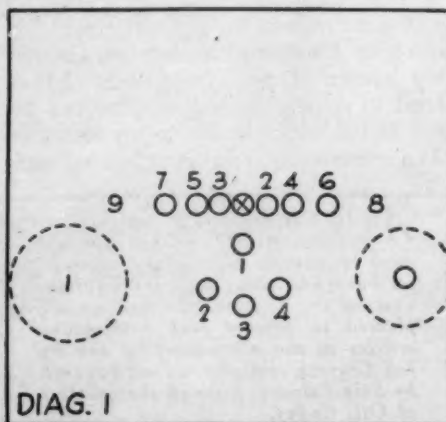
The tackles line up one foot removed from their guards, unless they are being opposed by a five-man line; in that case they should spread an additional foot, that is two feet away from their own guards. The guards should not spread, but should take their positions about five inches from their center. The center can operate a little more effectively, if he is not jammed in the line by the guards, playing very close to him.

### A Signal System

Diagram I illustrates the numbering of the linemen and the backfield men as we use it at Southern California.

I have no use for the 1 and zero holes; and, as a consequence, I use these numbers to indicate zones into which I lateral the ball to my backs-in-motion out in the flats. If the defensive ends are not rushing the passer, it is possible to send the back designated to block one of them out, into one of these two zones for a pass. If a play is called over the number 2 hole, and it is blocked, it changes to a position one man inside the original position. In case the number three hole is clogged, the point of attack is again one man inside of the original spot. This principle simplifies making adjustments in the offensive line, and it also eliminates many plays.

The numbering of the offensive backs is



about the same as used by everyone employing the T formation.

There are several ways which might be used to indicate the type of defense being encountered. One good method is to have everyone observe the defense, and also to have the quarterback use a preliminary word signal to introduce his starting signal, in order to let the team know what type of line defense is against them; such as: "Set," "Ready," and "Get Set." "Set" indicates that the defensive team is employing a five-man line; "Ready" indicates that the defensive team is using a six-man line; and "Get Set" indicates that the defensive team is operating from a seven-man line. These terms are usually followed by a rhythmic count; however, in an effort to catch the defense trying to change positions after the kind of defense has been indicated, the team can go as the word is called out, or perhaps go on a silent count.

In the same manner that the number 2 hole moves inward one man, when there is a defensive man in the hole, the number 3 hole moves inward one man under the same conditions; the number 4 hole changes to the number 2, and the number 5 changes to number 3 when there is a defensive man in the hole.

On the other hand, the number 6 play, and the number 8 play, the number 7 play, and the number 9 play remain constant without any change against five- and six-man lines. The team must become adjusted for a seven-man line. It is possible to "burn" a seven-man line "inside" if the line does not play tight. If the defensive tackles play directly in front of the offensive ends, the quarterback should not try to run just inside of them.

### Backfield Stance

The quarterback should not assume a position as far under the center as he can. He should be in a stance with his right toe even with his left arch and with his feet eighteen inches apart. He extends his hands under the center and maintains a relaxed position. The halfbacks are located exactly four feet from the ball. The fullback is directly behind the center and his toes are even with the halfbacks' heels.

My experience has taught me that it is better practice for the quarterback to take a short step in the direction of the man-in-motion before pivoting. This principle is contrary to rules laid down by the Chicago Bears and by Clark Shaughnessy, but I find that the quarterback, by using my method, does a better job of spinning and, consequently, a better job of ball-handling.

The number 4 back should assume a stance with his right foot ahead of his left to a heel-and-toe degree. The number 2 back lines up exactly opposite. His right toe should be even with the instep of his left foot. The fullback should take a



stance with his feet on a line parallel to the line of scrimmage. All three should take a stance with their elbows resting lightly on their knees and with their heads up and their eyes pointing straight ahead.

Normally the backs start with a lead foot in the direction they are going. If going to the right, the right foot should be moved first and vice versa. There are a few exceptions on various plays in order to get proper timing. On ninety per cent of the plays the general rule applies. I have my quarterback assume a semi-crouch position. Sid Luckman uses an upright stance.

### Fundamental Rules

On all quick-opening plays, I use a definite set of rules which have aided the linemen in their blocking assignments. On the regular blocking, the guards are given the assignments of blocking guards, the tackles block the tackles, the ends block the defensive fullback and center. The backs are responsible for the defensive ends by faking, or taking. If the tackle is playing a normal game, the end and tackle apply their rules. If the tackle is playing wide, the tackle and end may exchange assignments. If the guard is playing exceptionally wide, the guard and tackle exchange assignments and both use cross blocks.

On all quick-opening plays, there should be one-on-one blocking by the guards, such as 23 quick, 33 quick, 42 quick, 32

quick. If the quarterback sees that the guards are playing exceptionally wide on any play, a signal should be given immediately for a quarterback sneak. The signal I use is for the quarterback to call out the name of any college in the United

States. On the quarterback sneak between the defensive guards, the offensive guards are the only offensive linemen blocking in the line; all the others charge into the secondary.

When the man-in-motion is to the right, the left defensive end is not touched on number 2, 4, or 6 plays, and the same principle is adhered to with respect to the right defensive end, when plays number 3, 5, or 7 are used with a man-in-motion to the left.

### Running Plays

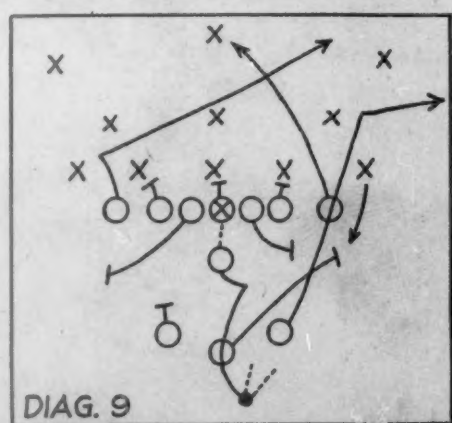
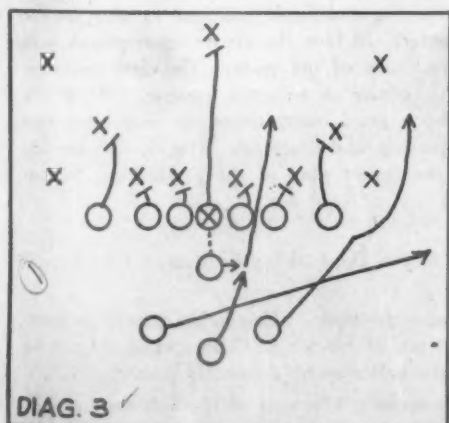
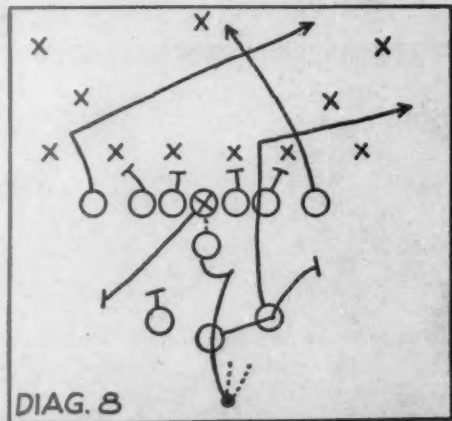
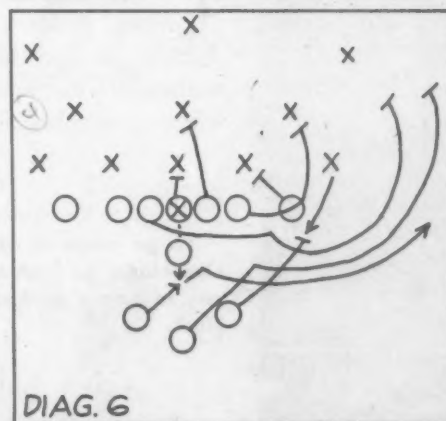
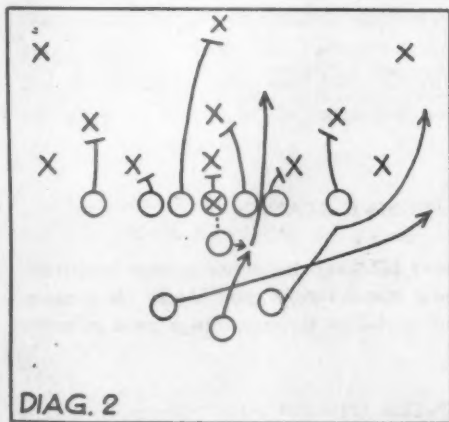
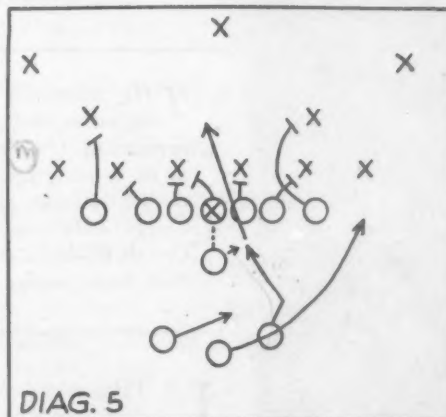
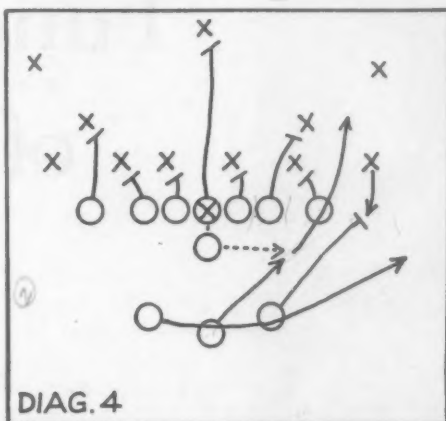
Diagrams 2—9 illustrate a series of plays against five- and six-man lines.

### Ball-Handling

The center should assume a stance with his feet comfortably spread and with his tail high. He should take a two-handed grip on the front of the ball. He should then snap the ball straight back and up. He should look straight ahead at all times, and should charge as he places the ball in the quarterback's hands.

The quarterback should have his left hand forward and in contact with the center's crotch, and his right underneath his left with wrists very close together. Immediately upon receiving the ball, he should draw it in close to his stomach before pivoting. The ball is then held so that the quarterback can feed it to a right half.

(Continued on page 45)







A-1



A-2



A-3



A-4



A-5

# Simple Fundamentals of Offensive Football

By Carroll Widdoes

E. R. Godfrey, Paul Bixler  
Ohio State University

*THE illustrated article on the Simple Fundamentals of Offensive and Defensive Football which appeared in the September, 1943, issue created much interest and was found to be so exceptionally helpful for instructional purposes that the football staff of Ohio State University was again asked to supply additional coaching aids. To Acting Head Coach Carroll Widdoes, and his assistant coaches, E. R. Godfrey and Paul Bixler we are indebted for this contribution.*

IN THE ATHLETIC JOURNAL, September 1943, a discussion was given on stance, pulling linemen, center play, long body-block, shoulder block, reverse body-block, and post and shoulder block as used in offensive line play. This article will continue the discussion on individual offensive line blocking and offensive team blocking.

## OFFENSIVE STANCE

To get results in offensive blocking the stance is very important. One cannot go from a poor stance into a good block. It is necessary to have a good stance to follow through into a good offensive block.

## CENTER (SERIES A)

One of the most important and difficult positions to play in the line is that of offensive center. In fact, the center, quarterback and fullbacks constitute the backbone of the team. The first responsibility of a good offensive center is accurate passing. With the T-formation being used by a good many teams we now have two types of offensive center passing and blocking. The first to be discussed and illustrated is the center play of the single-wing formation. See Illustration A-1.

### *The Center's Stance of the Single-Wing Formation (A-1)*

1. The feet are well under the body. This helps greatly in making the center do a good job of blocking. The spread should be just wide enough so that the ball may be accurately passed.
2. The right leg is advanced. The toes of the left foot are in line with the heel of the right foot.

3. The heel of the right foot is touching the ground slightly, while the left heel is off the ground.

4. All of the body weight is on the balls of the feet.

5. The ball is directly under the head.

6. The right hand will have control of the pass; the grip is similar to that of the forward passer. The left hand helps in guiding the ball.

7. Wrist and elbow action helps in giving speed to the pass.

8. The eyes are on the target.

9. The body is low and well balanced.

Note: The pass must be made from this position without any preliminary give-aways in body movements.

There are two fundamental thoughts an offensive center must keep in mind for passing in the single-wing offense.

1. With the movement of the ball, he must go from his passing stance into a blocking stance, which means that he must either drop-step or step forward, depending upon the type of block he wishes to make, with the movement of the ball.

2. The offensive center must get his head up as quickly as possible with the snap of the ball to locate his man.

#### *Offensive Position After the Ball Has Been Passed (A-2)*

1. He drops the left foot, taking an offensive blocking position.

2. His head is up.

3. His hand is on the ground, giving him the correct offensive stance.

Note: He has come from the passing stance into the blocking stance. This is done with one continuous movement.

#### *Use of the Shoulder Block (A-3)*

1. After the center has taken his blocking stance and his defensive man charges directly over him, he goes into a shoulder block.

#### *The Center Using a Reverse Body-Block (A-4)*

1. Whenever a defensive charge is to either side of the offensive center's blocking stance, he goes into a reverse body-block.

#### *The Center's Stance in the T-Formation (A-5)*

1. One hand is on the ball.

2. His head is up locating the defensive man he will block.

3. His left arm is resting on his knee.

4. No weight is on the ball.

5. The toes of his left foot are in line with the heel of his right foot.

6. The ball is directly under his head.

#### *Position of the Center After the Ball Has Been Passed in the T-Formation (A-6)*

1. The ball is passed to his crotch.

2. The ball is parallel to the line of scrimmage.

3. The center takes his first step, depending upon the type of charge he wishes to employ.

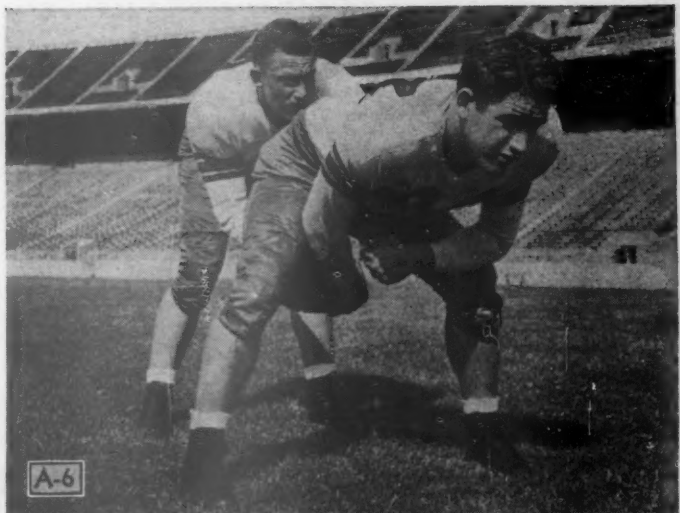
Note: The center passing the ball in the T-formation should be as strong a blocker as any other lineman.

### THE SHOULDER BLOCK (SERIES B AND C)

#### *The Defensive Guard Head On (Series B)*

1. The post position is already established. (B-1)

2. The offensive right guard has taken a small step to the outside with the right foot to gain the blocking angle. (B-2)







3. The offensive right guard has established his position for his blocking and driving angle. (B-3)

4. The offensive right guard is holding his position with his left foot and is driving hard with his right leg, getting lateral movement of the defensive man. (B-4)

#### *The Defensive Guard Slightly Inside the Offensive Blocker (Series C)*

1. The offensive blocker already has angle. (C-1)

2. He steps with the left foot to establish a post position. (C-2)

3. The offensive blocker establishes contact and the start of his shoulder block. (C-3)

4. His position has been established and his right foot is in position for a lateral drive. (C-4)



#### **REVERSE BODY BLOCK (SERIES D)**

To be used when the offensive blocker has definite position on the defensive man.

Note: Definite position means that the defensive man is at least the space of one man away from the offensive blocker.

#### *The Right Guard in Offensive Position (D-1)*

1. The offensive right guard has definite position on the defensive right guard.

#### *Preventing Penetration (D-2)*

1. The offensive blocker is shooting into his reverse body block to prevent penetration.

2. With the shooting, he moves his left foot into a point opposite the center of the defensive man's body. (This is done in one movement.)



#### *Starting the Whip (D-3)*

1. His left foot has now been placed at a point opposite the center of the defensive man's body.

2. His right shoulder has driven hard into the far leg of the defensive man.

3. His right leg has moved forward, starting the whip and forming the pocket of a reverse body block.



#### *The Completion (D-4)*

1. The final position of the reverse body block.

2. His left foot is at a point opposite the center of the defensive man's body and well under the offensive blocker.

3. His right shoulder has driven through the far leg of the defensive man and both hands are now on the ground.

4. His right leg has been driven high to make a secure pocket.



#### *Misuse of Shoulder Block (D-5)*

1. The offensive guard had definite position on the defensive guard as shown in D-1.

2. The reverse body block should have been used.

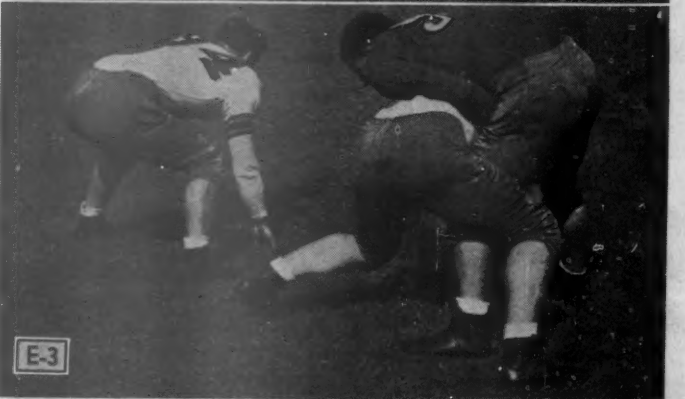
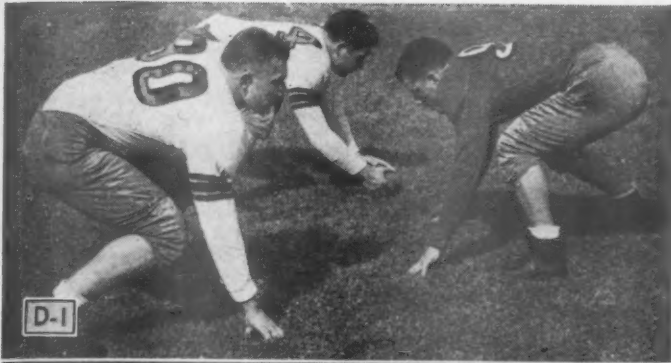
3. The defensive guard is getting penetration.

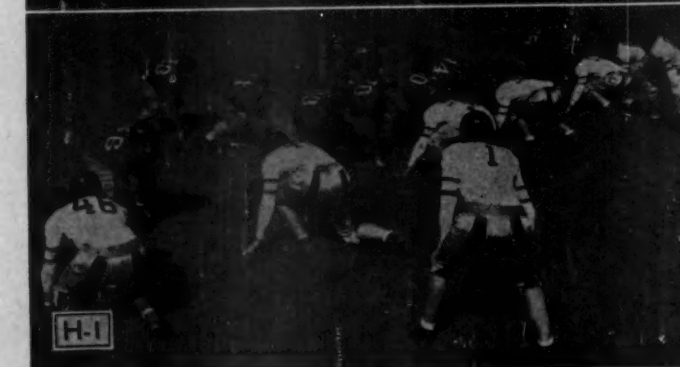
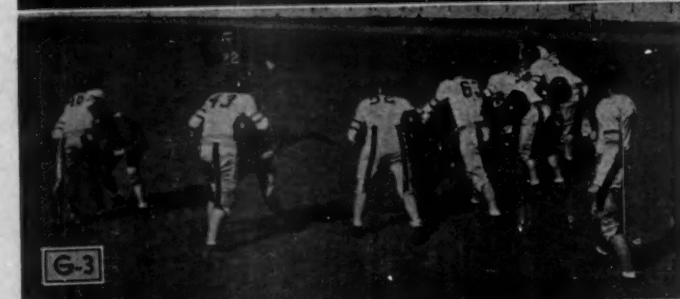
4. The shoulder block was not effective.

5. With the use of this block, he failed to get enough of his body in front of the defensive man.



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## PASS PROTECTION INDIVIDUAL TECHNIQUES (SERIES E AND F)

### *Position of the Blocker (E-1)*

1. The defensive man is directly in front of the offensive blocker.

### *Start of the Block (E-2)*

1. The offensive man is starting to throw his block immediately, using a body block.
2. He steps with the left foot to a point opposite the center of the defensive man's body.

### *The Block Is Completed (E-3)*

1. He establishes a cross-body block, keeping his body between the passer and the defensive man.
2. He forms a pocket with his body, using a high right leg and his hands on the ground.
3. Both hands are on the ground.

### *The Defensive Man Is Well to the Outside (F-1)*

1. The offensive man is blocking a defensive man well to his outside.

### *The Offensive Man Retains His Position (F-2)*

1. The offensive man drop-steps with his right foot. This retains his inside position.
2. The offensive man waits until the defensive man commits.

### *The Cross-Body Block on the Defensive Man to the Outside (F-3)*

1. The defensive man has committed to the outside.
2. The offensive man goes into the cross-body block.
3. Had the defensive man chosen to charge directly over the offensive man, he would have used a shoulder block.

## TEAM PROTECTION (SERIES G)

### *The Offensive Team in T-Formation (G-1)*

1. The offensive team (dark jerseys) is in T-formation with the defense in position.

### *The Ball Has Just Been Snapped (G-2)*

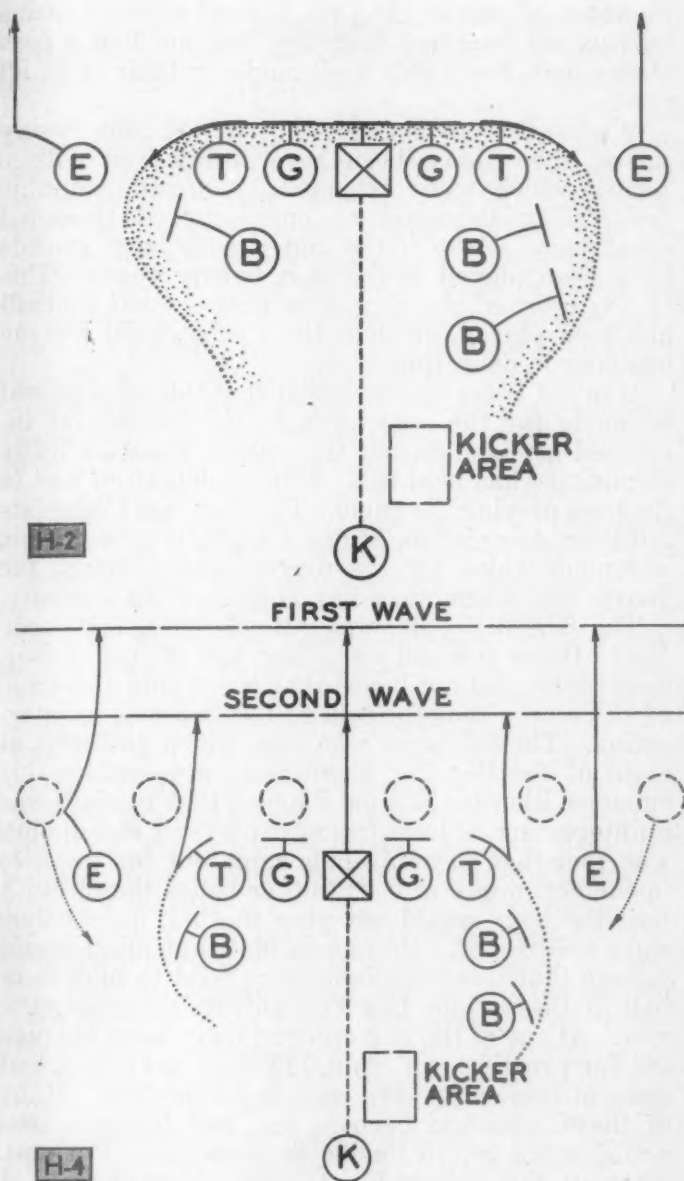
1. The ball has been snapped to the quarterback who is going back to a passing position.
2. The receivers are starting to break down field.
3. The offensive line drop-steps to form a wall of protection.
4. The offensive blockers wait for the defense to commit.

### *The Protective Wall (G-3)*

1. The passer stays behind the middle of his protective wall. (Should the passer get to either side or too deep he loses the effectiveness of his protective wall.)
2. The blockers have gone into shoulder blocks. (Offensive blockers are using the shoulder block because the defensive men charged directly over them.)

### *On Wide-Charging Linemen, the Cross-Body Block (G-4)*

1. Because the defensive linemen have charged wide, the cross-body block is used after all offensive linemen have drop-stepped as shown in G-2.
2. The passer is staying in the correct position to get the full value from his protection.



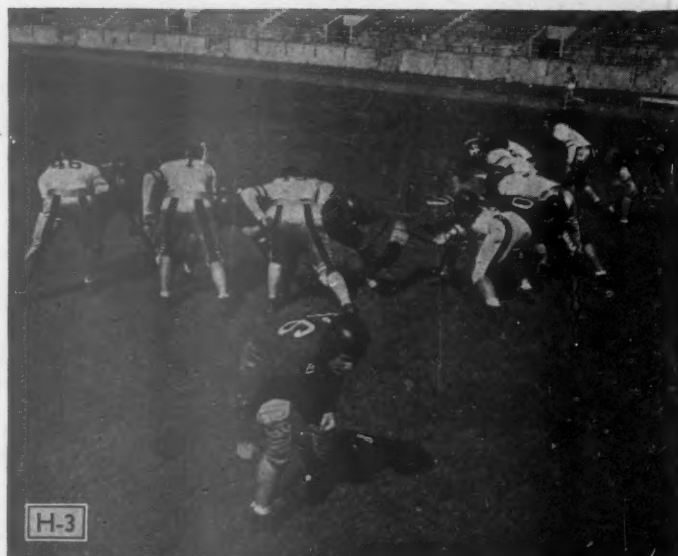
## PUNT PROTECTION (SERIES H)

### *The Team in Position (H-1)*

1. The team in dark jerseys is in punt formation.
2. The punter (not in the picture) is ten yards deep.
3. The offensive left end splits two and a half yards. (From this position he can help in protecting the kicker if necessary.)
4. The split of the right end is wider since he can release and go down immediately.

### *When Only One Back Is Protecting on the Left Side (H-2)*

1. Since there is only one back protecting on the left side, the offensive left end assumes responsibility for checking the outside man on his side.
2. The offensive right end releases immediately.
3. The guards, tackles and center have definite responsibility of closing the inside to form a wall.
4. The two up-backs must lengthen the wall just to the outside of the tackles but maintain inside responsibility. The second back on the right takes a position to the rear and slightly to the outside of the up-back, thereby lengthening the wall of protection for a right-footed kicker.



*The Responsibilities of the Ends As They Release (H-3)*

1. The right end has released.
2. The left end has delayed the defensive right end, thus helping to widen the base before releasing.
3. The guards, center, tackles and backs have set up a wall of protection accepting inside responsibility.

### *When the Ends Are Released (H-4)*

1. The ends release, forming the first wave.
2. The release of the second wave from the wall depends upon the point where the defense exerts the least pressure.
3. The tackles, on the snap of the ball, drop-step with the outside foot to help lengthen the wall, thus co-operating with the up-backs. Under no conditions should the tackles step away from the guards. Their inside feet must remain in place so that at all times they accept inside responsibility.

### *Photograph of Western Conference Game (H-5)*

1. The offensive left tackle failed to hold inside position with his right foot and has opened up the inside, thus allowing a line-backer (Number 49) to rush the kicker.
2. The up-back on the left could have taken the defensive right tackle (Number 99).



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JOHN L. GRIFFITH, Editor

## Does Football Need to Be Revitalized?

NOW and then, some writer makes a categorical statement to the effect that college football no longer is interesting, and that professional football is taking its place in the hearts of the American people. Some years ago, we recall an article which John R. Tunis wrote for *Vanity Fair*, in which he stated that the professional games are better, faster, players are tougher, the play is cleaner, and all in all, pro football is more interesting to watch than college football. He admits, in substance, that the pro game is run for the clients, and the rules are written with the view to pleasing the spectators. He concludes with this interesting statement, "The colleges are feeling the pinch, not only of hard times, but of professional competition which is stealing the show because it gives a better show."

We bring this up because there are some today who are suggesting college football needs to be revitalized, and the way to make the game interesting is to copy the professional football methods, procedures, and rules. We are not interested in the professional football side of this matter, but are talking only about college football. To those, who start with the premise that people are deserting college football for professional football, we would suggest that they study the attendance records at the leading colleges of the United States. In the Big Ten Conference, when the depression was at its height, namely 1932, the game profits from the ten universities totaled only \$973,389.28. In 1941, with nine of these ten universities competing, the records show game profits of \$2,110,974.96. We dare say that similar reports might be turned in from the other conferences and football associations. It may be more people would have come out to see the games if the colleges permitted the passers to pass anywhere behind the line of scrimmage, but this we doubt. We doubt, also, whether the coaches would use the play to any great extent, if the Football Rules Committee permitted it. The

manager of one of the professional football teams told us not long ago that they had not had a pass closer than five yards back made by their team all year.

We venture to suggest that in the last twenty years, there have been several hundred college games which were attended by crowds running from sixty thousand to one hundred thousand spectators. Most of the games with large crowds have been played in the past twenty years. This covers most of the time that professional football has been played, or since the Professional League has been in operation.

Many of these writers insist that the rules should be made for the spectators in the interest of increased attendance, but the college Football Rules Committee has held that its first obligation was to the boys playing the game. The National Collegiate Athletic Association Rules Committee, therefore, has made rules for the player, and, through the years, the attendance has continued to increase.

The 89,000 people, who attended the Michigan-Notre Dame football game last fall at Ann Arbor, apparently had not heard that Mr. Tunis and some of the others thought college football was uninteresting. The 822 boys, who were given uniforms at eight of the Big Ten Conference universities this summer, likewise had not learned that football was uninteresting, at least from the player's standpoint. The fact that so many lads came out for practice in the hot month of July rather belies the old idea that the boys would not play football unless they were paid for it. No one in his right mind would believe that these 822 boys were paid to play football at these eight Big Ten universities this summer. At one of the universities, there were 140 men out for practice. Of them, 117 were navy men, and some of these navy men were in off the fleet. Many of these, who had been to sea, had likewise seen action in the South Pacific or elsewhere. Perhaps, after all, the players like the rules even if some of the showmen think that, if they tinker with the rules, they could make the game more vital.

Of one thing we are certain, and it is this. If we want to make the game more popular, at least with the older football players, the way to do it is to leave the rules alone for a while. An old football player told us a few years ago that he had stopped going to college games because the rules were changed so often, that he did not understand what was going on out on the field, and he didn't have time to study the new rules each year. Those, who want to revitalize football by tinkering with the rules, might consider the point of view of this man with the idea that there may be others like him.

## Whose Opinion Do We Respect?

BETWEEN wars, people, many of whom have had no experience in athletics, express their opinions freely on the value, or lack of value, of participation in athletics. When war comes, we do not pay much attention to writers who have seen fit, through the years, to criticize athletics, especially our athletic games.

Instead, when we go to war, we want to know what the Secretary of the Navy, the admirals, and the generals may think about this question.

We have previously mentioned the splendid talk made by the late Secretary of the Navy, the Honorable Frank Knox, before the Touchdown Club in Washington, D. C., last winter. Excerpts, however, of Colonel Knox's statements are repeated and should be repeated. "... There is a definite relationship between the spirit which makes great football players, and the spirit that makes great sailors or soldiers. . . . We, in the navy, definitely believe in the type of physical exercise and sports which involve bodily contact with your opponent. You get a good reason for that attitude because we are fighting one of the most desperate wars in which man has ever engaged. This is a war where you kill or get killed, and I don't know of anything that better prepares a man in peace for bodily contact, including war, and especially the kind of war we have got to fight in the Pacific, than the kind of training we get on the football field. The lessons young men in junior command in the navy, army, and marine corps learned on their football fields are being of the highest importance to them now. I don't think it is an exaggeration to say that the willingness to go through, to the finish, no matter what the odds, is one of the most important lessons that the men who are now fighting on our respective fronts have had before they became engaged in active war.

"Bill Halsey won't tell you this, neither will Vandegrift, but every fight in the first year of this war on the Pacific was made against an enemy who overwhelmed us in odds. Every fight was against an enemy with tremendous odds in his favor. I shall never forget the feelings that surged over my heart when I read of that fight led by gallant Danny Callaghan and Norman Scott against the sea force that outnumbered them three to one, and which they won. That is the kind of spirit that football teaches.

"We have got to think soberly about what we shall do when this war is over to insure that the young men who are coming on, who may be called upon in another emergency to defend our institutions and our individual liberties, shall be physically fit to meet that test. There is no better way in which you can bring about that improvement in physical condition of our young men than to encourage them in the pursuit of sports, and especially outdoor sports, which involve bodily contact, and that pre-eminently means football."

There are still the educators who will insist that football has no place in an educational program. When they do, they place their opinion over against the opinion of the late Secretary of the Navy who was in a better position to pass judgment on this matter than the critics who condemn football in the schools and colleges.

While we are calling attention to the address of the late Secretary Knox, let us not forget the speech given by Admiral Chester W. Nimitz on navy physical fitness, and delivered at Pearl Harbor on April 10, 1944, in which the Admiral stated in part, "Physical fitness is an indispensable attribute of a man-

of-wars man, and the navy has always emphasized an extensive program of physical training to help our men get into top shape and to stay that way.

"Your health has an influence on everything you do. Men in good physical shape will think straighter, react more quickly, and bear up longer in the stress of battle than men with flabby muscle and flabby minds. Properly conditioned men have a much better chance of survival in battle. And it is also true that most competitive sports develop a sense of the importance of teamwork, which is the key to military achievement, and opens the door to victory. . . . Our future hinges not merely upon the number of ships, but equally upon the quality and ability of the men who man them. . . . If the millions of young men in the armed services take full advantage of their opportunities for physical conditioning, we can build a generation of strong and alert men better able to defend their freedom than any generation that has gone before."

## Military Training

**W**ILL we have compulsory military training after the war? This is a question that is being discussed these days. After World War I, there were many who believed that we should have compulsory military training of some sort or other. As the people became more engrossed, however, with civilian pursuits after the Armistice, nothing came of the discussions in favor of military training.

The purpose of this editorial is to call attention to the fact that we can have military training carried on outside the military camps and the naval stations, that is, if the primary purpose of military training is to give each young person of military age a physical check-up with a view to correcting any obvious defects. Is it necessary to draft these lads and put them in camp in order to improve their physical condition?

If by military training we have in mind teaching the young lads to cook, be metal workers, electricians or what not, then again the question arises as to whether these subjects can be better taught in an army camp or in a school or college.

If by military training we mean primarily the handling of the weapons that would be used in the event of war, then we will all agree that that kind of training can best be given by army or navy officers in military camps.

In a recent syndicated article, attention is called to the fact that Hitler did his most poisonous work in Germany by the insidious design of youth camps, thus getting the youth of Germany under his Nazi intrigue experts. This is one of the arguments that should be considered when this subject of military camps and military training is discussed.

For our part, we are in favor of military training. We believe, however, that the physical training, manual arts, and a great deal of the technical work which goes with modern soldiering can best be learned in the schools and colleges.



# Meeting the Shifting Defense

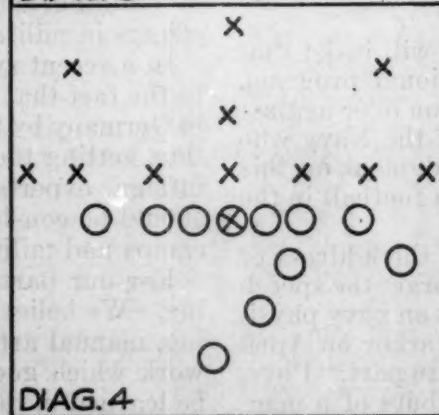
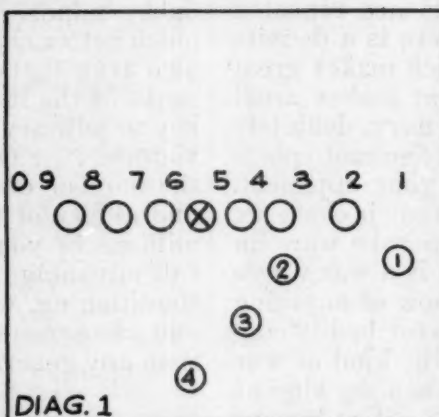
By Dana C. McLendon

Football Coach, High School, Albany, Georgia

**T**HE shifting defense is one of the most disconcerting devices a football team has to face. We have frequently seen a team show a most capable offense one week, yet be completely baffled the next week by a team that used a combination of defenses against it.

In most cases the defensive team will line up in a standard six- or five-man line, and just before the offensive team runs its play, will shift into an entirely different defensive arrangement. Spacing and personnel will be changed on a moment's notice. A player may come out of his huddle to face a normal six-man line and a moment later is opposed by a five, an overshifted six, a four- or a seven-man line. These maneuvers invariably prove disconcerting to an experienced player, and quite frequently will bewilder the inexperienced man. He must adjust his blocking assignments in a matter of seconds. Unless he and his team mates can do this, blocking assignments will be muffed, permitting opponents to break through on practically every play to throw the offense for a loss. Under these conditions the offensive team quickly loses its effectiveness, and in some cases may become completely disorganized and demoralized.

If a team is to show an effective offense throughout the season, it cannot practice against a six-man line only, and then expect to be effective against a five-man line, a seven-man line or such combinations as a four-man line or an eight-man line, nor can it expect to have a different set of blocking assignments against each of these defensive patterns. This is too much to expect of a player, especially an inexperienced one. Even if he could learn an entire set of blocking assignments against several defenses, he frequently could not adjust himself quickly enough to block correctly on each play against a shifting defense. Some coaches give their teams special plays against a five-man line, seven-man line, a 6-3-2 or other defensive setups. This plan is satisfactory in certain conditions, but if the quarterback does not know what defense he is to face on each play, how can he intelligently call these special plays in the huddle? The answer might be to call plays on the line of scrimmage. While many teams are returning to this plan, it quite obviously has its disadvantages for the offensive quarterback and the defensive quarterback to enter into a guessing contest. The defense will usually shift during, or slightly after, the signal calling anyway. If the offensive quarterback resorts to running plays without a signal, he is handicapped because he



will be forced to assemble his team in order to select a play after a down or two. The situation then goes back to the place from which it started.

The only satisfactory method is to work out a plan which will enable a team to meet any defensive change and adjust its blocking assignments within a few seconds. In order to achieve this aim, certain principles must be followed:

1. The cycle of plays must not involve too many assignments. It is better to limit an offense to twenty perfectly learned plays than to have thirty to forty half-learned assignments.

2. The assignments should be as similar as possible against any defensive arrangements.

Simplicity should be the keynote of any plan. We try to avoid anything that will tend to confuse our players. We number our plays as simply as possible, as shown in Diagram 1.

All plays around end will end in 1, off tackle in 2 and so on. Our end run with the tail-back carrying the ball is 41. The last digit tells the place where the play will hit, and the linemen with practice will learn to block away from this hole.

We also limit our assignments as much as possible, for example, our passes which are thrown by the tail-back will have different patterns but identical blocking assignments. If the passes are in the series 90-99, our players know that plays 92, 95, 97, etc., will require the same blocking assignments. A running pass or a pass from a spinner or reverse is given the same number as a companion play. Our running pass that looks like our end run (41) is called 41 P. Plays which involve the fullback handling the ball are designated as 31 (around end), 32 (off tackle), 38 (reverse to the weak side) and so on. We consider this system of play numbering to be simple enough for anyone, who can pass enough work to be eligible, to master easily.

Another device that we have found helpful in limiting assignments and helping the players to become better blocking specialists is to switch the line on left and right formation. This is done by simply having the right side of the line go to the left of center on left formation. (We use a single wing with a balanced line). Thus, the end run to the right and the end run to the left will call for identical blocking assignments for every man. Twenty-five plays run from right and left formations normally require the players to learn fifty assignments. Our plan requires the players to learn only twenty-five assignments.



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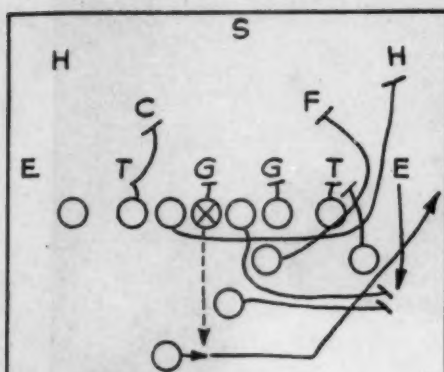
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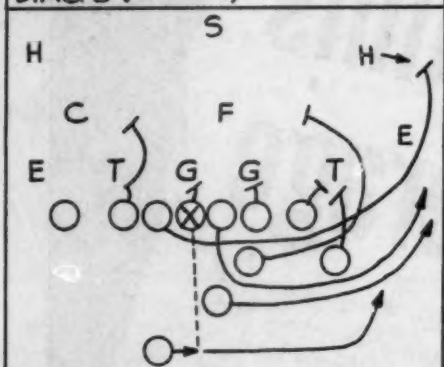
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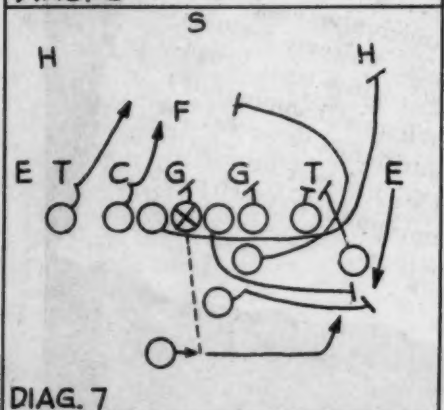
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DIAG. 5 (SERIES I)



DIAG. 6

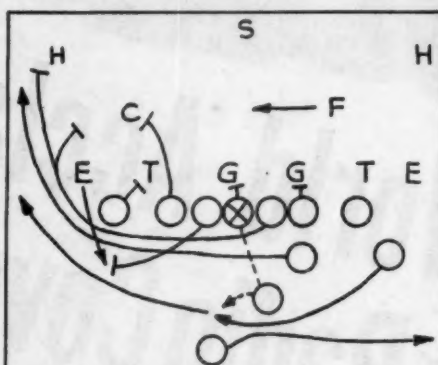


DIAG. 7

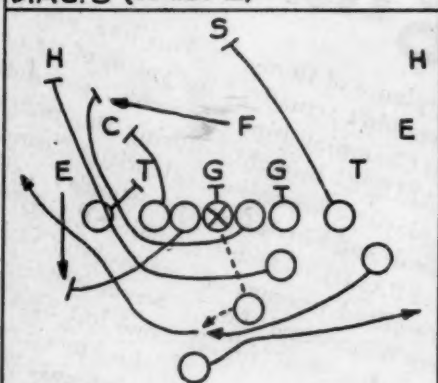
The next step in developing an offense to meet any shift in defense is to work on fundamentals. A shifting defense will naturally place the defensive opponents at different angles and approaches on practically every play. We practice our linemen long hours in blocking opponents who present various blocking angles. We find the defensive opponent may be playing our man head-on or off either his right or left shoulder. We concentrate on 1 on 1 blocking, since we have found that a shifting defense quite often makes the 2 on 1 set-up impractical. I cannot stress too much the necessity of much drill in blocking men who are at various angles.

At the same time we drill our linemen in blocking the line-backers. We vary the positions of the backers-up on each play in order to give different angles and approaches. We set up a complete offensive line and call plays that will require the ends, tackles, guards and center to alter-

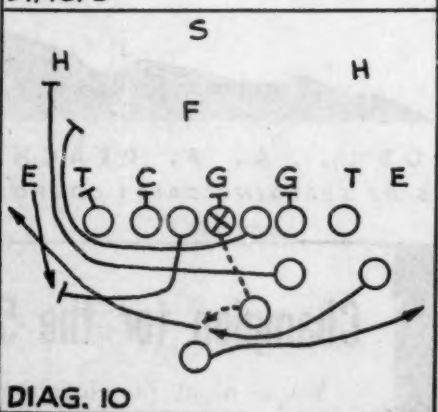
nate blocking the line-backers. We try to hold this drill several days each week. It is one of the things we stress most. Its importance can be seen against the shifting defense because a team may face a 6-2-2-1 on one play, a 5-3-2-1 on the second, and a 4-4-2-1 on the third down. Consequently the entire line must be adept in blocking the line-backers. We also expect our linemen to be adept at cross-blocking and mousetrapping. If necessary



DIAG. 8 (SERIES II)



DIAG. 9



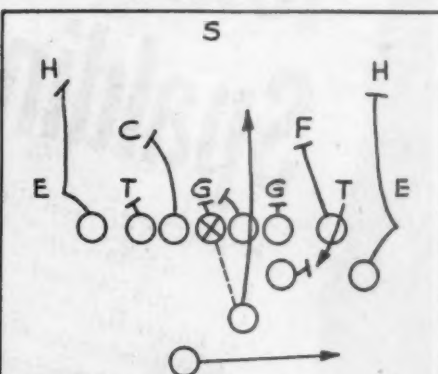
DIAG. 10

we want them to be able to change assignments to obtain better blocking angles. I will mention this more in detail later in this article.

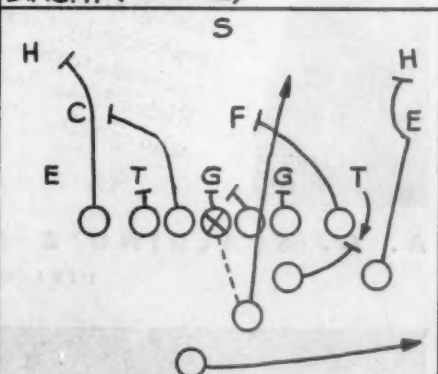
Our players get a great deal of practice blocking dummies that are set up in a five-six- or seven-man arrangement. When they have learned their assignments perfectly against these arrangements, we begin to work them against a shifting defense.

We stated that we try to keep our assignments as similar as possible against any defensive arrangement. We find this aim is achieved more easily if we first set up our plays against an overshifted six-man line rather than against a normal six-man line. (By normal six-man line, we mean the arrangement that places the defensive guards in front of the third man in from the offensive ends.) The similarity of the overshifted six, the five-man line and the seven-man line may readily be seen in Diagrams 2, 3, and 4—Diagram 2, the overshifted six, 3 the five-man line and 4 the seven-man line.

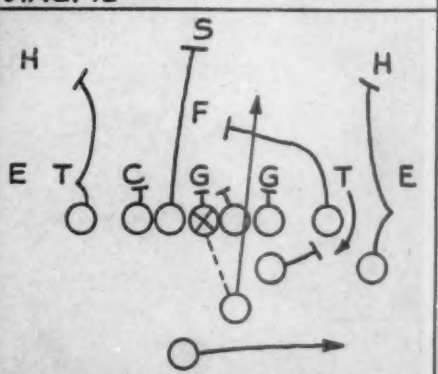
Notice the similarity of these strong-side defensive arrangements. After a player has learned a play against an overshifted six-man line, we find that he can adjust his blocking assignments to a five- or seven-man line much more quickly and more easily than he can, if he has first learned his assignments against a normal six.



DIAG. 11 (SERIES III)



DIAG. 12



DIAG. 13

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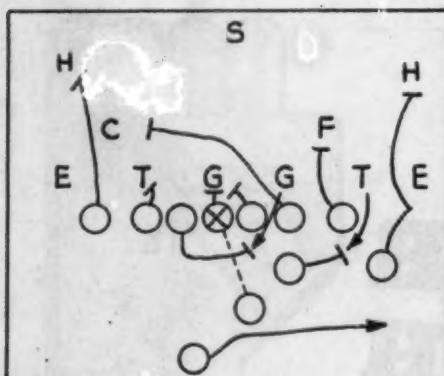


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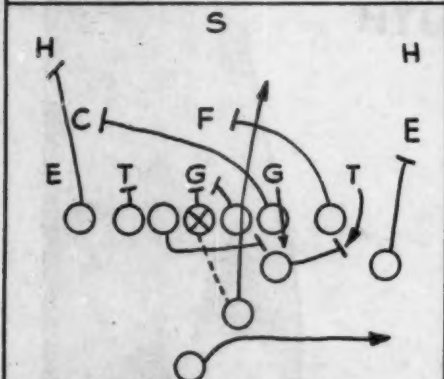


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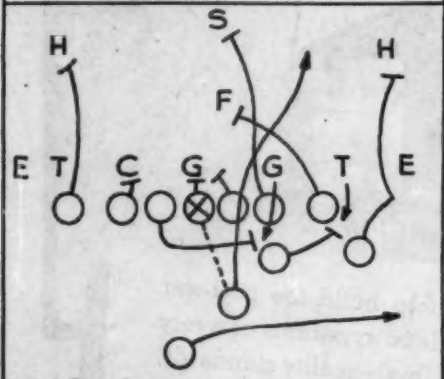




DIAG. 14



DIAG. 15



DIAG. 16

similarity of these defensive arrangements, we can easily point out that the overshifted six- and the five-man line have identical short-side spacings.

In Diagrams 5, 6 and 7, notice the blocking assignments on a cut-back play off tackle against the overshifted six, the five-man line and the seven-man line. (Important—notice how the positions are designated.)

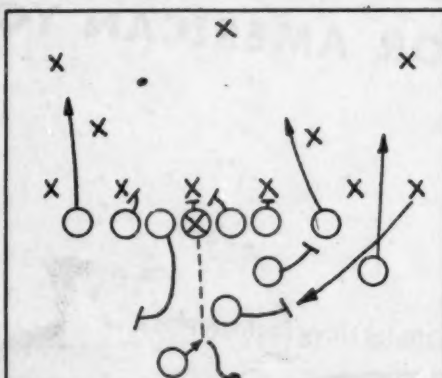
The strong-side line-backer in the five-man line is designated as an end, and the men who are assigned to block him are the same men who blocked him against a six-man line. No change in assignment is involved. In the seven-man line the extra man in the line is designated as a center and the same blocking assignment as in the six-man line and the five-man line is maintained.

Blocking assignments on a short-side reverse will follow the same general plan. Notice again that no change in assign-

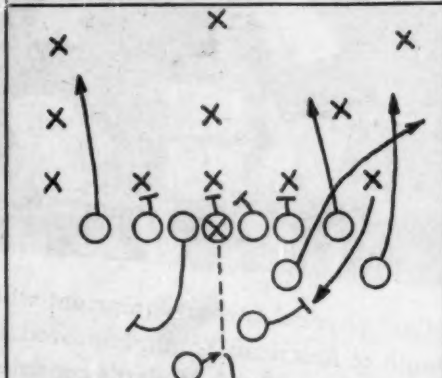
ment is necessary. (See Diagrams 8, 9 and 10.)

In blocking on plays that go inside the guard a slightly different problem is encountered, but the basic principle still applies. You will recall the stress on 1 on 1 blocking. Note blocking of the right tackle. (See Diagrams 11, 12 and 13.)

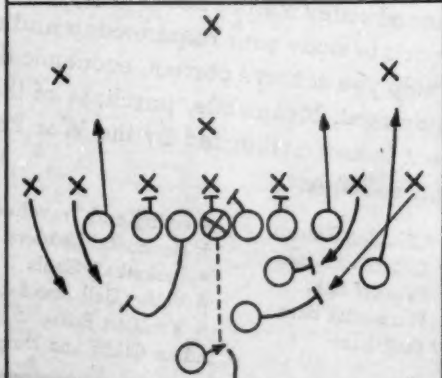
It is desirable at times for the offensive players to switch assignments in order to obtain better blocking angles or to meet the threat of a strong offensive player. An example of this may be seen in the cut-back play off tackle. (Diagrams 5, 6 and 7.) If the offensive center is not able to



DIAG. 17



DIAG. 18



DIAG. 19

handle his man alone, our right guard will assist the center then proceed downfield. In this case the blocking back or the wing-back will take the end. We do not use two men on an opponent if one can handle him. For example in the off-tackle play if the end can handle the tackle alone, the wing-back will go for the defensive full-

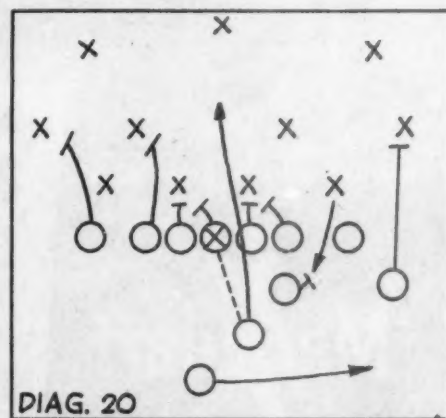
back. Other assignments will remain the same. We become able to adjust assignments by setting up these situations in practice, and have the players make the adjustments. We have found that this versatility has paid dividends in important games.

The same principle applies in the short-side reverse. (Diagrams 8, 9 and 10.) If our center is having trouble, the right tackle may help him. The right guard or blocking back will then take the center, or the left guard may stay in to help the center and his assignment will be taken over by the right guard or the blocking back. We have found at times that the position of the right defensive tackle in a five-man line or overshifted six made it easier for our left tackle to take him. The left tackle and the left end then change assignments. In the play shown in Diagrams 11, 12 and 13, we have at times found it convenient for the blocking back and the right end to change assignments. However, we do not permit any change of assignment unless there is an outstanding need for it. At the same time we want our players to be alert for these possibilities.

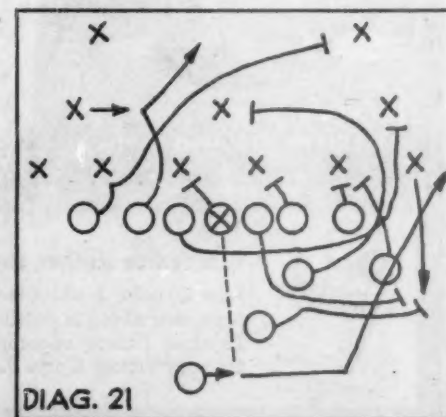
We can use a trap play on the guard following this principle. No change in assignment is necessary. (See Diagrams 14, 15 and 16.)

On pass plays, Diagrams 17, 18 and 19, a similar arrangement is possible.

When we are playing a team that uses a shifting defense we have found that it is (Continued on page 39)



DIAG. 20



DIAG. 21



## They won't get back this fall

They're busy, coach, winding up the last of the biggest, toughest game they've ever played. They fought through a pretty discouraging first quarter . . . now they are coming up from behind to a smashing victory.

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You gave them strong bodies, yes . . . but more

than that you gave them self-reliance, confidence, the driving will to *keep on fighting* no matter what the score. Call it guts or fighting heart or what you will . . . it's still the product of the American way of playing the game — any game.

No, *they* won't be coming out for the squad *this* semester . . . but *others* will . . . and *they'll* need the same kind of physical toughening and friendly counsel that only a coach can give. And they, too, will make you proud of them.

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WNOE, New Orleans
- OCT. 14—NORTHWESTERN AT MICHIGAN**  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- OCT. 21—WISCONSIN AT NOTRE DAME**  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,  
also the entire Wisconsin Net Work
- OCT. 28—NOTRE DAME AT ILLINOIS**  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,  
WDWS, Champaign
- NOV. 4—NOTRE DAME VS. NAVY AT BALTIMORE**  
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WRR, Dallas  
KSD, St. Louis, WDAF, Kansas City, KFJZ, Ft. Worth,  
WNOE, New Orleans
- NOV. 11—PITTSBURGH AT OHIO STATE**  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago,  
WHKC, Columbus, WCAE, Pittsburgh
- NOV. 18—NORTHWESTERN AT NOTRE DAME**  
WLW, Cincinnati, WJR, Detroit, WJJD, Chicago
- NOV. 25—MICHIGAN AT OHIO STATE**  
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# The Y Formation With an Unbalanced Line

By Al Simpson

Football Coach, Ashland High School, Ashland, Oregon

**A**N UNUSUAL system of offensive football was employed with very good results during the fall season of 1943 at the Ashland, Oregon, High School.

We used a Y formation with an unbalanced line as shown in Diagram 1. Our team was very small, the boys averaging between 145 and 150 pounds. Four boys weighed under 140 pounds, and our heaviest boy weighed 162. For this reason we used the unbalanced line, as we believe that the balanced line of the T and the Y formations require bigger and better linemen than we had this year.

I first came in contact with the Y formation through reading the article by Walter J. Hunting of Denfield High School, Duluth, Minnesota, printed in the March, 1942, *ATHLETIC JOURNAL*. Hunting, I believe, originated the Y backfield formation, and I agree with him heartily that it is an excellent formation for high school boys as it is much simpler than the T.

Our system is based on the style of the T formation, but we feel it has a number of advantages for a small team. The unbalanced line gives us more power through the center of the line and has the advantage of a short-side attack against over-balanced defensive lines.

The number 2 back, the right half, is fundamentally a blocker. He is in position ahead of the ball-carriers to lead every play. By being the man in motion to either side, he gives us the needed power of a good flank attack.

We have in our prime formation, seven men massed against two defensive men and a line-backer (see Diagram 1). This gives us tremendous straight-ahead power and, by use of the man in motion, a de-

ceptive flank attack.

The center is a strong blocker as he has his head up, is looking at his opponent and passes the ball with one hand to the quarterback, who is directly behind him. The quarterback has his right hand against the center's crotch, and the left directly below, the wrists being about three inches apart. The ball is passed when a signal is called, or the quarterback may press with the back of his right hand against the center's crotch. The tactics of the

quarterback are much the same as in the T. We use the same spins away from the center, and the quarterback throws most of our passes.

The right half lines up directly behind the quarterback. He is the blocker and the man in motion. He carries the ball on reverses when in motion as a flanker.

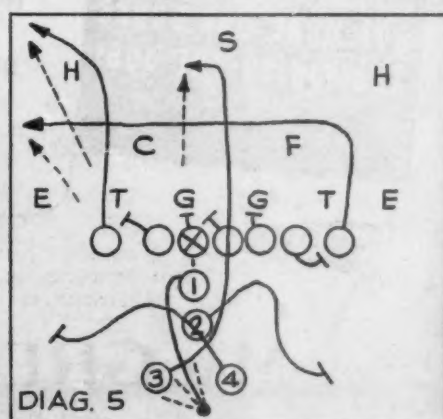
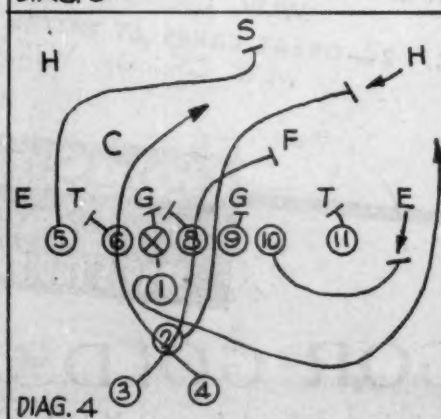
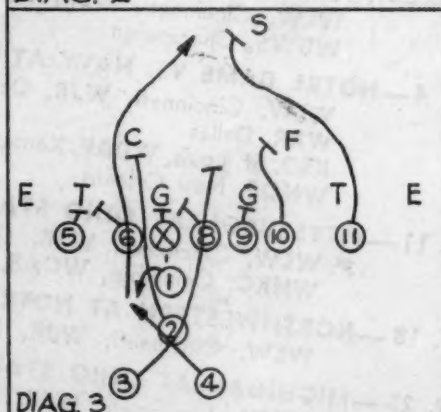
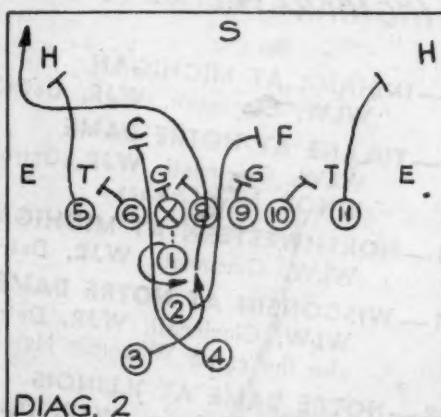
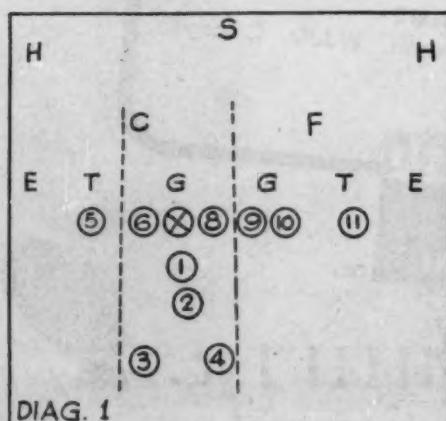
The left half, number 3, lines up behind the left guard about four yards back. He is the main ball-carrier. This back is in position to hit over center on a cross buck, to run the flanks and, by being a man in motion, to receive passes out to his left.

The fullback, number 4, lines up behind the right guard, carries the ball to the short side and blocks to the right.

Some of the plays, that we have used with success, are shown in Diagrams 2 to 8. The first four plays are from the same sequence.

Diagram 2. Seven and 8 double-team the guard, and 9 drives his man to the right. Ten checks the left tackle, and 11 goes down for the half, as does 5. Six checks the right tackle. One spins on his right foot and fakes to 4, who drives through and blocks the right line-backer. Two drives through the hole and blocks the left line-backer. Three takes one step to the right, enough to let 4 go by, receives the ball from 1 and drives over center. After getting through the line, 3 usually cuts to the left, as 5 has the half blocked in. This is our key play. It has power plus deception and good down-field blocking. The next three plays are sequences from this key play.

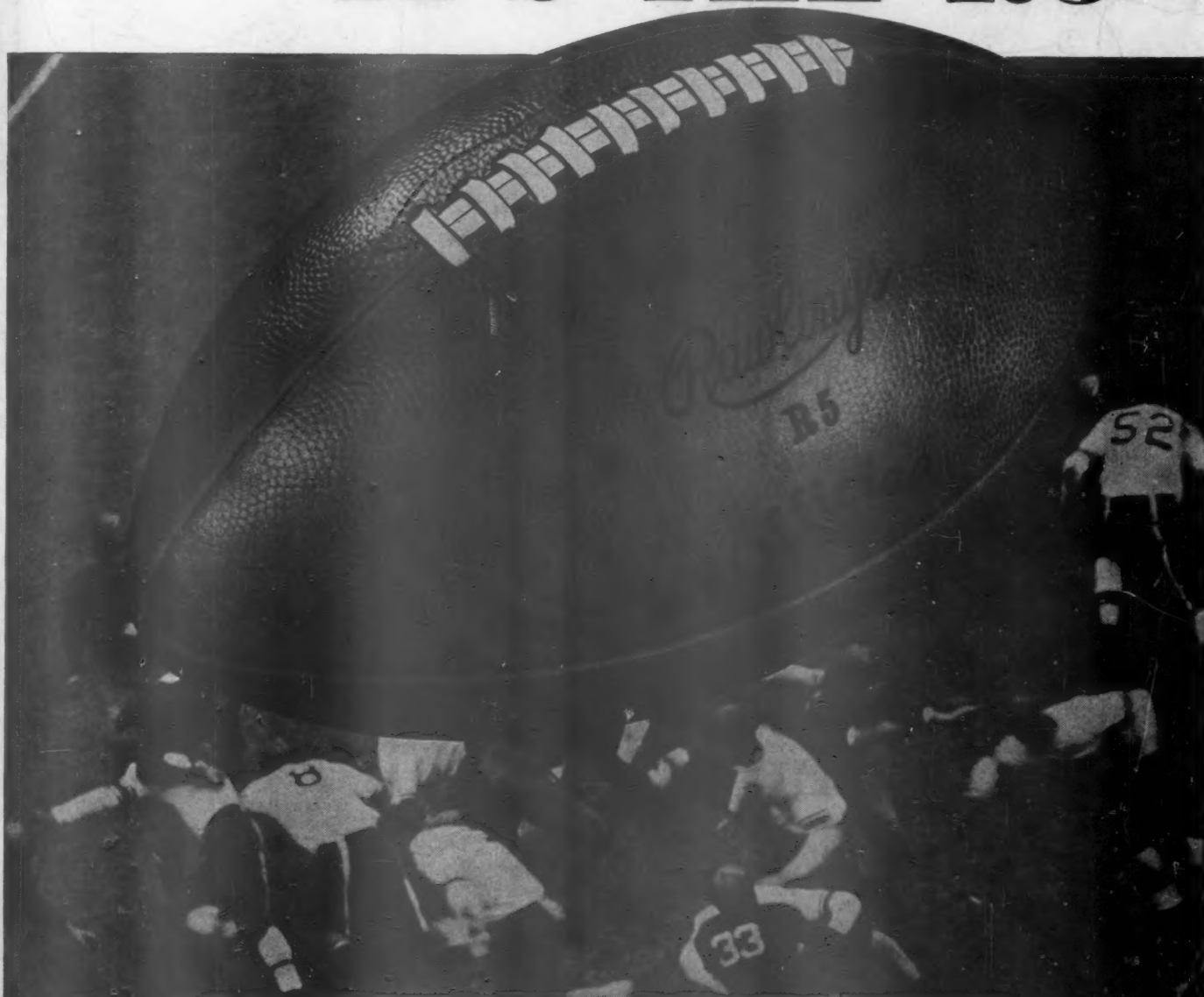
The play, shown in Diagram 3, is run the same as the one shown in Diagram 2 except 4 receives the ball from 1 who fakes to 3. This play did not go for long gains but was usually good for three or four





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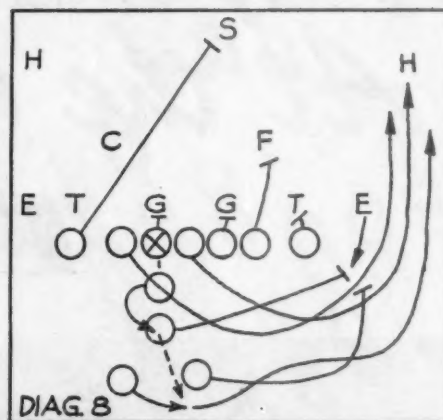
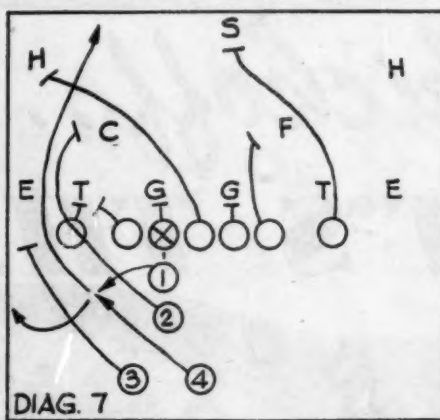
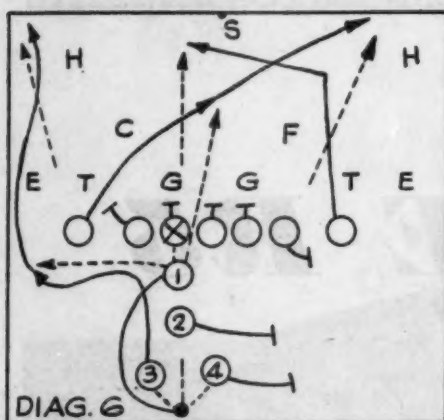
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yards, and it set up our key play.

Diagram 4 shows a play in which the men execute the same assignments as in the play shown in Diagram 2, except 11 blocks the tackle in, and 10 pulls out and blocks the end. This play scored well from inside the 10-yard line.

In the pass of the key-play sequence, Diagram 5, five goes down as if to block the right half, then sprints behind him and cuts out to the left. The quarterback fakes to 3 and 4 fades back and throws to 5 or 3, or to 11 in the short flat. Two and 4 run to the line of scrimmage, then cut out and block the ends.

Diagram 6: On this play, as soon as the team is set, the left half takes one step forward and runs to his left behind the line of scrimmage. The quarterback watches to see who picks him up. As soon as he is over, or slightly behind the end, the quarterback presses with his right hand against the center's crotch, the

snap single, and, upon receiving the ball, immediately, without fading back, shoots a pass to the left half. If the left half is covered, the quarterback fakes to him, and shoots a short pass to 5 who at the start of the play had cut directly between the line-backers. This pass was good for eight or ten yards. If both men were bottled up, the quarterback fades back and passes deep to 11.

One of our short-side plays is shown in Diagram 7. It worked very well against teams that tended to shift the tackle inside our end, which happened at times when they were expecting the key play. Five and 6 high-low the right tackle, 7 blocks one guard, and 5 the other guard. Eight goes through for a half. Ten takes the left line-backer, and 11 goes down for the safety. Three blocks the right end out; 2 drives through the hole and takes the line-backer. One takes a step backward and to the left with his left foot, and

pivots, taking another step with his right foot, and hands the ball to 4 with his right hand. Four takes two steps to the left and carries the ball off the short-side tackle. As a sequence to this play, 1 fakes the ball to 4, while 3 blocks the end in with a reverse cross-body, and 1 runs around end, the other boys carrying out their same assignments.

Diagram 8. This was our end run from the prime formation. One reverse-pivots on the right foot and laterals to 3, who carries the ball around end. Two and 4 take the end, 11 blocks the tackle in, and 10 goes for the line-backer. Nine and 7 block the guards. Six and 8 pull out and lead the interference, and 5 goes down for the safety.

We had many more plays, such as reverses and spreads, that we used, but these plays were the mainstays of our offense. We always shifted strong to the right, and the quarterback always handled the ball.

# Early Season Basketball Practice

By Lieutenant Nelson W. Nitchman, U.S.C.G.R.  
Basketball Coach, U. S. Coast Guard Academy

**M**OST college and, probably many high school coaches must repeatedly work against time with present accelerated programs. As a consequence, careful organization of each daily practice session is vitally necessary. Here at the Coast Guard Academy the scholastic standards are very high, each academic day long and rigid. A rugged, daily practice subsequent to such stiff academic routine would most certainly result in early season staleness. In addition, there is currently only one hour and ten minutes available each day for practice. In facing these handicaps we have found it highly advisable to follow certain methods in our coaching to take advantage of the limited time. What is more, we insert sufficient play element into practice after the long school day to keep the boys' interest high.

Our schedule is surveyed closely before we issue our first call for candidates. We

try to start practice a month in advance of our opener. The day on which we begin is devoted basically to review of fundamentals. A close observation is made of the way in which new prospects handle the rudiments in drills and in competition. As players first assemble, they work on short set-shots while the coach circulates among them, correcting obvious flaws. Shortly after the entire group has reported, various types of ball-handling drills are used to detect good ball-handlers among new aspirants. Circle or parallel line passing with men stationary or in motion is most frequently employed. In these drills we work on two-hand push passes and one-hand right-and left-handed passes of the aerial and bounce type. Three men criss-crossing the full length of the floor with the passers cutting behind the receivers have been a great help in making an early estimate of the boys' ball-handling abili-

ties.

From the common passing drills mentioned, we go into dribbling and pivoting, stressing dribbling from the middle to the right side of the floor with the right hand, and to the left side of the court with the left hand. We couple this drill with dribbling straight down the right side line with the right hand, and pivoting to the outside on the right foot, then working conversely on the opposite side. If we have too sizable a group, we divide the squad into four groups and work as shown in Diagrams 1 and 2.

If time allows we add a drill in which the dribbler is rapidly approached by a rushing guard. To combat this, the dribbler quickly withdraws his front foot and the ball, protecting the latter with his body as he pivots on his rear foot and swings his body completely to the rear. Drill on this gives the coach an early idea





## Backbone . . . not Wishbone!



If the Pilgrims and their loyal women folk had had wobbly *wish-*bones in place of their sturdy back-

bones; if the backbones of the patriots at Valley Forge had been wishy-washy—America, land of the free today, *could* have ended in wishful thinking.

But the men who discovered, dreamed, worked and fought to build our great democracy, put their own steely courage into the backbone of this nation. It is backbone that *shows* whenever the chips are down.

You see it in our modern industrial marvels that began in a little iron-founder's shop less than two centuries ago.

You see it in our scientific miracles—in our agricultural achievements—and in our mighty war effort, today.

Have you considered that the maintenance of America's superb backbone lies in our matchless *youthpower*? It does.

Out there on the playfields of our great democratic nation, where our youth—our potential manpower—fight to the last ditch in friendly fierceness, for a coveted goal—in vigorous, man-to-man, competitive sports—the *backbone* of our *nation* is renewed and stiffened.

On these battle fields of competitive play our boys and girls, too, learn initiative, courage, determination, fighting spirit, will-to-win despite all odds, tempered with fair play.

And on these fields is inculcated into their minds and hearts an unrealized appreciation of what it means to live in a *free* America. Try to take this freedom of theirs away from them—this personal privilege to think and

dream and do in freedom—to be one-self—to fight for a goal and win it—and that realization will become a living flame. And in this fact is our greatest guarantee that America will continue to be the land of the free.

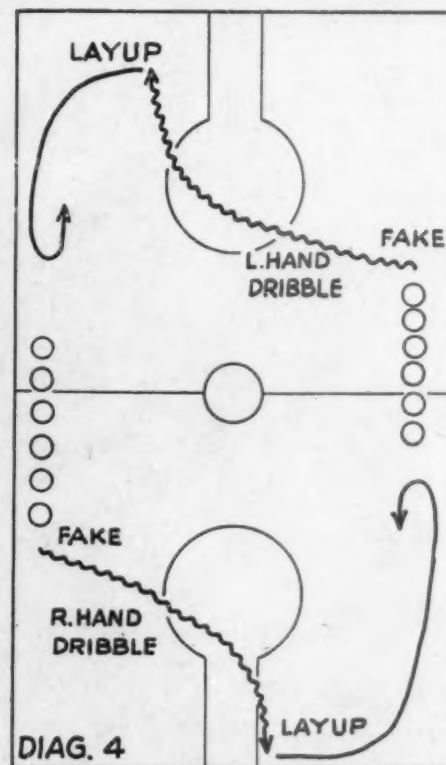
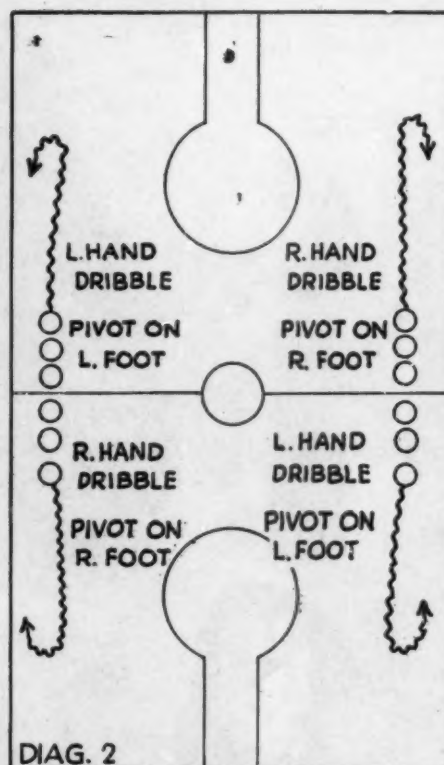
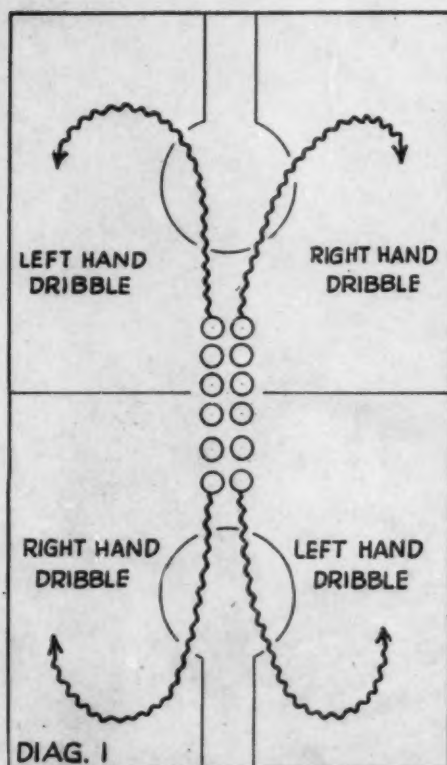
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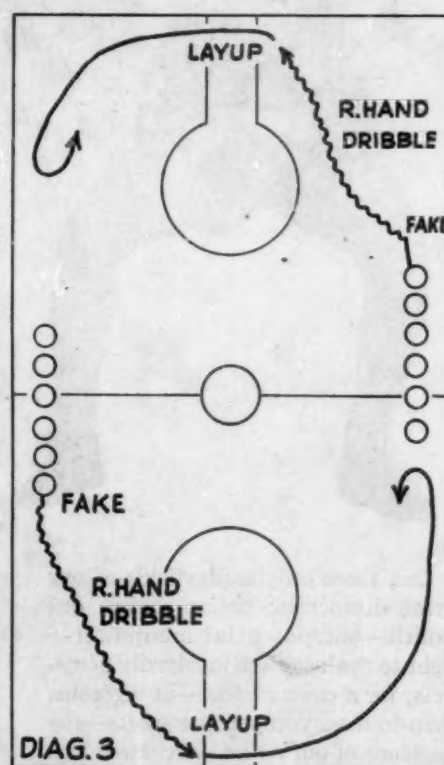
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IN SPORTS EQUIPMENT



of which boys react quickly and which will need considerable further work on this detail.

Lay-up shooting is the next fundamental upon which we work. At the beginning we combine faking, dribbling and shooting in one drill. We demonstrate each particular in the drill before actually having the boys go through it. The squad is divided into two equal parts. Basketballs are placed in the hands of the first four or five men who line up in a single file on the right side line, approximately opposite the outside edge of the free-throw ring. The first man executes a vertical fake, lowers the ball, dips his inside shoulder, carries the dribble with his right hand into the basket and completes his action by using a right-hand lay-up shot. The next man in line begins his faking about the time the previous man has retrieved the ball which he shot. Men take their turns successively down to the end of the line, then line up similarly on the left side and carry on the same drill employing the fake, left-hand dribble and left-handed lay-up shot. The coach pays the greater part of his attention to the proper execution of the lay-up shot. Boys, who as youngsters have never developed their left hands, are schooled to use the two-hand shot from the left side at first with the left hand predominating somewhat. As adeptness is acquired, these lads rely more on the left hand doing the bulk of the work on lay-ups from the left side. Each end group works similarly from the left side after completing the drill from the right side. (Diagram 3).

The second or third day of practice, we enlarge upon this drill by adding dribbling



diagonally across beyond the basket and shooting lay-ups from the far side of the basket as shown in Diagram 4. Each end group works similarly from the left side after completing the drill from the right side.

We now turn to defense, explain the proper defensive stance as regards use of hands and feet, and line the men in several ranks across the floor. The coach stands in front, cuts to either side, toward or away from the basket. All men adjust hand and foot positions as if they were

playing the coach at the spots which he keeps occupying. The coach then takes a ball and holds it in shooting position and shoots, or fakes the shot, and lowers the ball. He checks on reactions and the proper or improper use of hands, not only in each of the above cases but, when he penetrates with a dribble, he watches for proper faking with the dribbler and undercutting to deflect the ball. I often place my manager off to one side and dribble across court or toward the basket, all the while watching the footwork of the boys as well as the use of their hands. Suddenly I "ship" the ball to the manager on the side and cut toward the basket a few steps. The greatest weakness a defensive player can have, as we see it, is to fail to back-pedal rapidly after the passer releases the ball. Therefore, here we look for slow and quick reactions at back-pedaling. In one or two of the first three or four days of practice we also divide the squad in half and, using two baskets, work in some two on one, changing defense men frequently to see which men are stand-outs. Emphasis in this drill is placed on remaining for the most part in the key-hole, never letting either man get to the rear and not turning one's back away from the basket or end line until the ball goes in flight toward the basket. If properly organized the aforementioned drills can be run off in about fifty-five minutes.

We generally issue a call for candidates a month in advance of our opening practice. At a meeting which we hold at that time, we urge all who are to compete to get their feet and wind in shape. This is done specifically so we can justifiably scrimmage some of the unknowns for the



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by Coach FRANK LEAHY

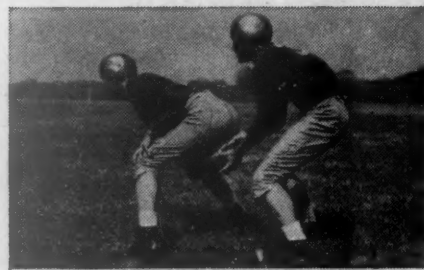
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Stance of the center in the Notre Dame T-Formation



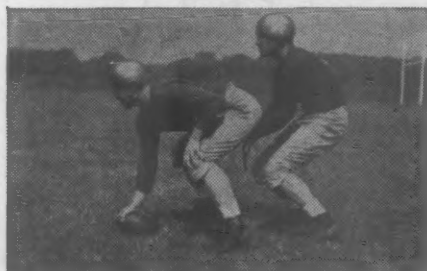
Closeup of the center's grip on the ball



How the ball is passed to the quarterback



Stance of the quarterback



Quarterback and center before the ball is passed



Quarterback in position to feed the ball to a halfback



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last ten to fifteen minutes the first three or four days to determine relative abilities. In these brief scrimmages we allow the boys to play in a free-lance manner. In this way, we find which boys handle themselves best under similar-to-game conditions. We stick rather closely to the same pattern the first few days, augmenting it, if time permits, with drills on basic plays

which involve continuity and the maintenance of floor balance. A coach thus gets an idea of how capable each candidate fits into organized team play.

About the fourth or fifth day, we cut the squad to twelve or fifteen men. Prior to getting underway, we lay out a skeleton season's practice program which we alter slightly when change is warranted.

Obviously, with a number of veterans returning, it is not as essential to devote as much time in general to practice, nor is it as imperative to drill so hard on fundamentals. Therefore, our practice schedule from year to year will vary greatly depending upon the experience or lack of experience of the boys comprising the squad. This, as all coaches know, is variable.

# Selecting Basketball Drills That Teach the Skills You Prefer

By Floyd Baker

Coach, Martins Ferry, Ohio, High School

OVER a period of years any coach who stays in the coaching profession becomes attached to a number of fundamental drills which he feels teaches the things he wants his players to learn and which fits them for his type or style of play. Thousands of drills can be, and have been, devised to teach fundamentals and play situations, but, of course, we all know that about a dozen or fifteen are about all any team can use often enough to learn them and to benefit from them. In my sixteen years of coaching, I have seen many drills demonstrated in coaching schools and clinics, have studied many more, and used many others. Some drills I have kept and others I have discarded or changed until I have a group of drills which I think teach players what they should know to play my basketball the way I want it played. Without further ado, I give you the following drills, suggesting why they are preferred, and stating the skill or skills, I hope my players get from them.

In Drill 1, which we call our "roll and dribble drill," X1 rolls the ball to X2 who picks it up, pivots either way, and dribbles in for his lay-up shot. He drops the ball always with the hand on the outside of his pivot and dribbles in and shoots with this same outside hand to protect the ball from

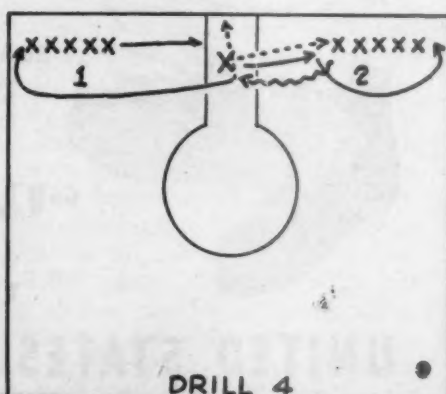
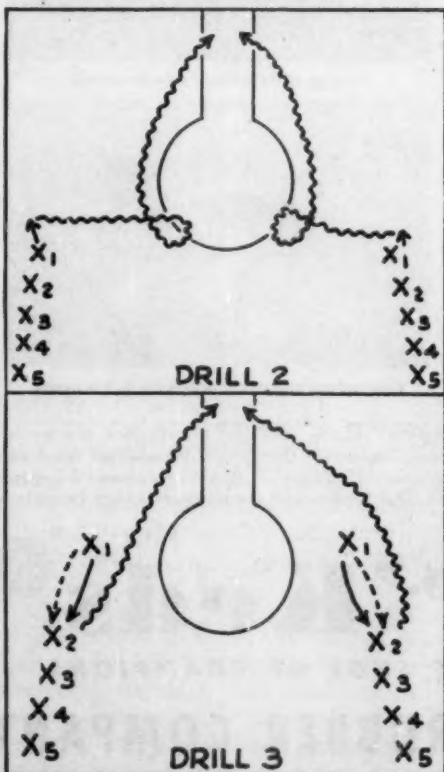
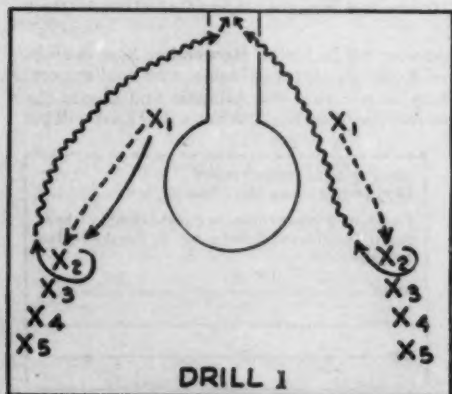
his defensive opponent. X1, after rolling the ball to X2, charges him. If X2 does not pivot, X1 runs into him. This charging by X1, the roller, forces X2 to pivot or take the consequences. Using two lines teaches the boys to watch for other players on the floor even in a drill. X1 goes to the end of the line while X2 retrieves the ball and rolls to X3, etc.

In Drill 2, X1 takes the ball, fakes to the outside, and dribbles in to the free-throw circle where he reverses with his dribble and goes into the basket for his lay-up shot. You can have X1 start with a full pivot instead of a fake if you wish or even a double fake. This teaches the players to protect the ball from the defense, by using the hand farthest from the basket, to pivot on a dribble, and provides practice on the

ever valuable lay-up shot. The reverse dribble is used on guards who overshift or get ahead of the dribbler. X1 retrieves and passes to X2 who continues the drill.

Drill 3 is similar to Drill 1. In it X1 passes directly to X2 and charges him. X2 must fake, sidestep and dribble around him and into the basket. Again the pass receiver, X2, must sidestep or take the consequence. He also gets valuable drill in his dribble in and lay-up shot. X2 retrieves his own shot and passes to X3 whom he in turn forces to sidestep by his charge.

The purpose of Drill 4 is to teach players to come out of a corner with a fake and dribble. It teaches rebounding to the player on the side opposite the driving-in shooter. Rebounding direct side shots is much different from front or angle rebounding. To start the drill, the first player in the line, X1, passes to X2 and here again charges him forcing the fake and side step, and then goes to the end of the line X2. X2 fakes, sidesteps and goes in for a lay-up shot. Coaches should have the players vary the shots by using both bank and direct shots. After shooting X2 goes to the end of the line X1. X2's shot is rebounded by the next player in line, X1, who passes to line X2 and charges, thus continuing the drill. After a short workout, the drill should be reversed to give practice from both sides of the basket.





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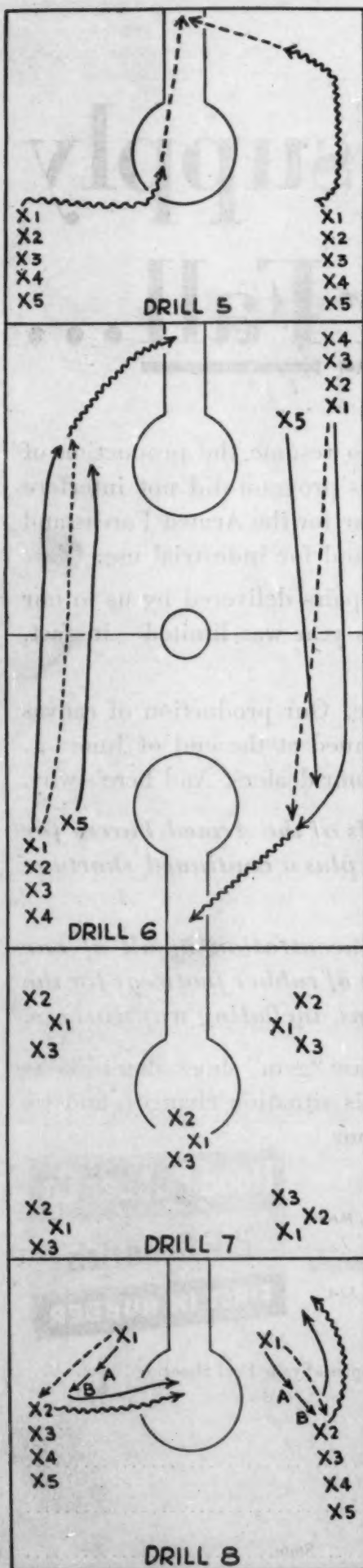
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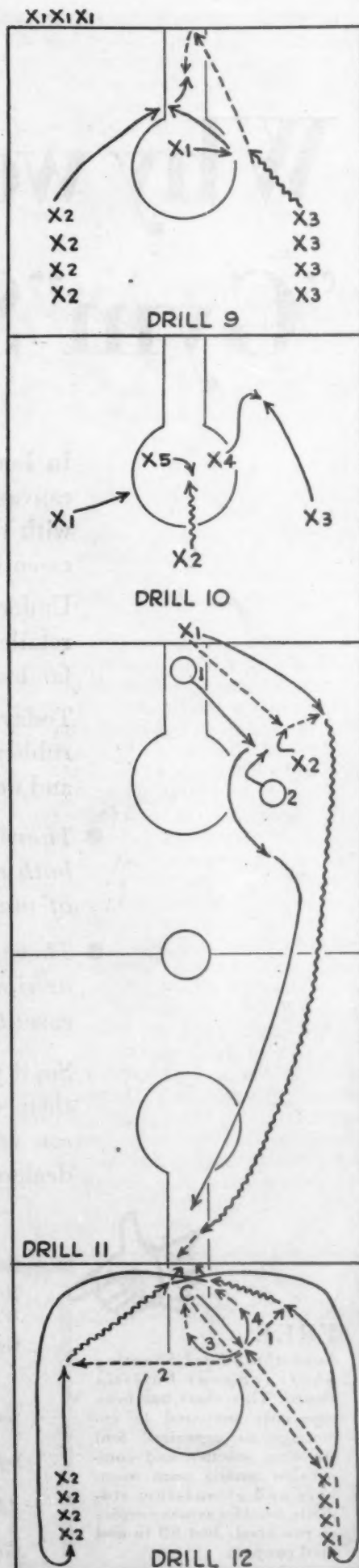


In Drill 5, X1 has the ball. He fakes, dribbles to any place on the floor, gets set, relaxes, and takes a set shot. After shooting he retrieves the ball, passes to the next in line, and goes to the end of the line on the opposite side of the floor. We call this our "dribble-set-relax-and shoot" drill, for that is the sequence of the important skills of the drill. Coaches should impress players with the importance of the "set and relax" part of the drill.

Regardless of the type of team play, the fast-break situation with an offensive man ahead of his guard on a break for the basket is too valuable to pass up. Drill 6 gives all players practice in spotting their team mates to a lob pass over the defensive man's reach. This pass must be a loop pass or it will be intercepted. Starting Drill 6, X2 has the ball. X1 breaks straight down the floor with X5 acting as a guard who is being outrun. X2 lobbs a pass over X5 to X1 who goes in for a lay-up shot. If the pass is low, X5 intercepts, X2 takes X1's place in the line; X1 takes X5's place; and X5 goes to the end of his own line. This may be worked simultaneously on both sides of the floor. Players should change sides of the floor after a short workout.

With the jump or tie-ball situation happening so often in a game and being so important, all players should be proficient in jumping on tie-balls. In Drill 7, the squad is divided into threes with each group being matched as evenly as possible as to height. X1 takes the place of the referee and pitches up the ball to X2 and X3. He pitches eight or ten and then exchanges places with X2 who after his allotted number of pitches changes with X3, etc. This teaches the boys to know about the toss up of the ball as well as jumping for the toss. Since each coach has his own ideas of how to jump I will merely add that too much emphasis cannot be placed on the boys tipping the ball with the tips of their fingers in preference to batting at it with their palms. It is a good thing to teach the boys to keep the thumb and little finger together, thus forming a seat off which to tip the ball with the other three fingers.

Drill 8 is an individual offense-versus-defense drill. X1 passes to X2 and then goes into guard him. X2 tries to get away by faking, or may even take a long set shot if X1 is slow in coming in to cover. The defensive man must come in fast to stop a long shot, but if he comes too fast and too close, X2 will fake his shot and, taking advantage of X1's momentum, will get away for a close-in shot. To protect against the long shot, and still not place himself off balance or out of position to stop a long shot, X1 changes to position A which is a step short of being close enough to stop a long shot. Now with X1 at A, he can stop X2 from a dribble-in shot because he can change directions while X2 is coming the extra step. When X1 sees he cannot get in, he will cock for the long shot during which X1 can move from A to B. We must as-







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sume that X2 can always get his long shot off at the start of the drill due to the fact that X1 is so far distant.

Drill 9 is a 2-on-offense-versus-1-on-defense situation. In this, X1 on defense bluffs X3 (with the ball) to stop his dribble as far from the basket as possible. He then drops over to cover X2 where he is in a position to intercept the pass to X2 from X3, or is closer to the rebound than either X2 or X3, in case X3 misses his shot. If X3 does not shoot, X2 must retreat to get a pass from X3, thus giving time for help to arrive from X1's team mates. The players in line X1 can switch to get different opponents. The players in lines X2 and X3 go to opposite lines after each try.

Drill 10 deals with a situation where three offensive men are opposing two defensive players in a situation commonly called a 3-on-2. The defensive men, X4 and X5 try to cover the man with the ball and the man closest to the basket which in the situation shown is X2 and X3. As the three offensive men pass the ball, or move about, it causes the guards to change men and shift position rapidly. This is a great game-drill where you can pit your first five guards against their team-mate forwards and center. An added feature is to let them keep score with each successful try counting two points and each unsuccessful try, loss by the ball being batted out of bounds, or a violation adding one point to the guards' score. Twenty-one points may be designated as a game.

Drill 11 takes care of the situation where the two forwards O1 and O2 try to pick up the guards X1 and X2 on an out-of-bounds situation. We call this drill a 2 versus 2 from the back court. X1 and X2 continue to try to work the ball to the opposite basket, until they get a shot or lose the ball. The 10-second rule operates on them. A situation is shown where X1 passes from out-of-bounds to X2, breaks in, receives a return pass from X2, and then gets free for a dribble all the way when O1 runs into a screen composed of O2 and X2. It is a good plan to have the two defensive forwards exchange occasionally with the guards, because it helps them to understand the other side of the situation.

Drill 12 is a pivot-play drill which teaches timing, passing, meeting the pass, rebounding, and the playing or jockeying for advantageous position by the center man. The drill starts with C, the center, having the ball in front of the basket. In the situation, he passes to X1, and then breaks to a position outside the 3-second lane near the side of the free-throw circle, closest to the man with the ball, to thus put an imaginary defensive center back of him and put himself open for a pass. X1 re-passes to C and breaks wide into the basket as does X2. C can exercise one of four options by (1) passing to X1, or (2) by passing to X2 or (3 and 4) pivoting either way for a shot. All three follow up missed shots until a basket is scored, after which C



passes out again to either line X1 or X2 and the X1 and X2 just finishing the play go to the rear of opposite lines.

In conclusion let me ask you to emphasize the following points for their value as I have done and pointed out in the foregoing drills:

1. Whenever possible, end all drills with a try for a basket. Only points win games.
2. Teach players to retrieve their own shots.
3. Force the man with the ball to pivot, fake, or sidestep on all occasions possible by the charging in of the man who passes him the ball. They will get run over only once.
4. Drill only in game situations that actually happen.
5. Drill on game situations which happen most often.
6. Have players learn to work drills on both sides of the floor.
7. Familiarity with a few good drills is much more beneficial in all ways than a passing acquaintance with many.
8. Explain to your players what each drill is supposed to teach.

## Meeting the Shifting Defense

(Continued from page 24)

better for us to spend as little time as possible in the huddle. We have found it advantageous to force our opponents to shift into their final defense as quickly as we can. We can do this by frequently running plays on a 1-count or without a count. If we have been using "Ready, 1-2-3-4-5" for a starting signal we will change and begin the play on the first syllable of "Ready" or on another low count. If the opponents do not begin to shift quickly, we can catch them in their original arrangement or in the process of shifting and off balance. If they begin to shift quickly, we can change the starting signal to 4 or 5 or 6 and easily detect the new defensive arrangement. Thus, the reason for not wasting time in the huddle. We need this time to adjust ourselves to the defensive changes after we are on the line of scrimmage.

Our men are required to check the defense on each play and note any changes that are made. We stress this in practice.

We find it advantageous at times to direct a quick-opening play against the spot from which a defensive man has just shifted. Quite often the men who have moved to cover this spot are off balance or poorly spaced. A few shifting defenses make interior changes in the line and backfield and do not strengthen the flanks sufficiently. This condition helps the flank attack, of course. If shifting defensive linemen move out too wide as they frequently do, this will create gaps to their inside and quite obviously quick-opening

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plays will succeed. We have found that we can eliminate some of the confusion caused by the shifting defense, if we can make the defense show its hand, and give our players time to determine the spacing of the opponents.

We can treat most four-man lines as a normal six-man line with the ends dropped off the line of scrimmage. (Diagram 20.)

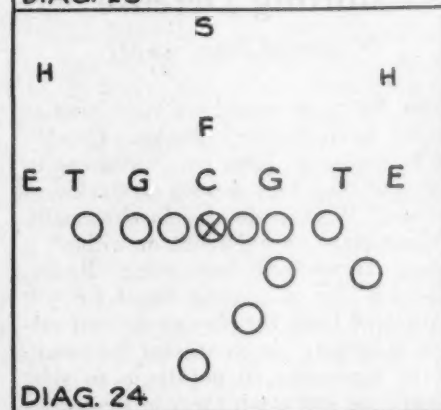
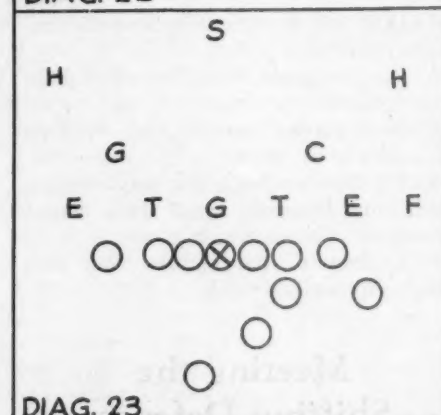
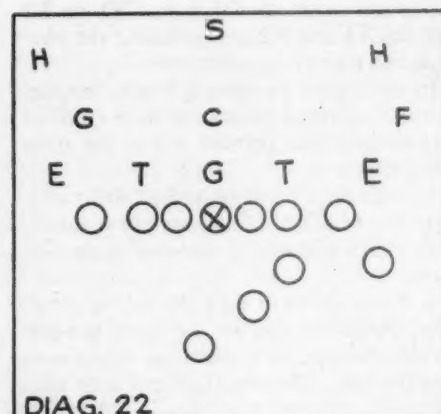
The 6-3-2 arrangement is designated as shown in Diagram 21. We consider the deep man on the side to which the play goes as the safety.

I do not mean to imply that this plan will eliminate all the "bugs" in your blocking assignments, and will solve all the problems you will meet when you encounter a shifting defense. It has been of some help to us, and I am passing it along to you for what it is worth. We frequently find it necessary to make changes and adjustments to meet unexpected situations, but, in the main, we have found that the method, which we have described has simplified our problems in meeting a shifting defense.

There are other plans, of course, for adjusting assignments to meet the shifting defense. Many of them are good. One plan calls for all plays to be set up against a five-man line as shown in Diagram 22; an overshifted six would be as shown in Diagram 23 and a seven-man line, Diagram 24.

Regardless of the plan you use, your quarterbacks will need much board work to acquaint them with the strong and weak points of each defense that can be used against you. This is another subject and is not part of this discussion.

It will be necessary for your team to practice often against a shifting defense. They cannot be expected to master it in a week or two. If a team is to be poised, cool and confident when it meets this type of defensive maneuvering, it must gain that assurance in practice.



## From the Coach's Notebook

By J. E. Gargan

Athletic Director, Kingswood School

**H**ERE are a few conclusions about coaching football in secondary school that I find in my notebook. I have kept daily notes over a period of fifteen years, and, to me, they present the most valuable handbook I could hope to possess. Looking them over, I can see the reappearance of faults, the repetition of problems, the re-occurrence of difficulties, all with such regularity that it is obvious they are bound to occur under certain circumstances. In short, I should know what problems to expect and how to guard against them. Likewise, whenever I have a bright idea, reference to the notes will usually get me to thinking along the right lines before I have wasted too much time.

From them have gradually evolved a few general principles that I find essential to success.

These notes are based on secondary school coaching and apply to boys who range in age from fourteen to eighteen. I think that they apply to all boys of that age, but the reader may not agree with me. In fact, you may disagree with many, or all, of the ideas presented. If that is so, I would like to hear about it.

There is not much chance for me to argue with my notes. They point out shortcomings distinctly and show the results. They are impartial in demonstrating the outcome of experiments. They show clearly where the strength is and





Illustration 1, the position of the feet of a lineman in his offensive stance. The toe of his right foot is in line with the heel of his left foot. His toes are pointing straight ahead and



his weight is well distributed on the balls of both feet. The left heel is slightly raised off the ground while the right is raised a few inches. The distance between the two feet varies with the individual lineman, but it generally runs between eighteen and twenty-four inches.

Illustration 2 shows the position of the feet of an offensive lineman pulling out of the line for interference. He has practically pivoted on the heel of his right foot, although he has gained a little ground. Notice the right foot pointing straight in the direction he is going and the drive off the ball of his left foot.

In Illustration 3, note the position of the feet of an offensive lineman on his second step after he has pulled out of the line. Notice how his left foot is pointing straight in the direction he is going and the drive off the toes of his right foot. (Incidentally a strain on a shoe.)

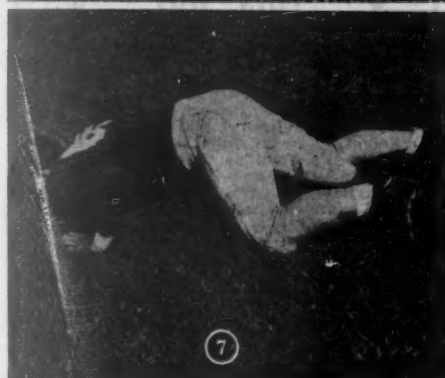
The position of the feet of two offensive linemen is shown in Illustration 4 when they are lined up side by side on the line of scrimmage. Notice that they both have their right feet back.

In Illustration 5, the position of the feet of two linemen is shown when one of the offensive linemen is pulling out to the left for interference. The offensive lineman remaining in the line has charged forward with his right foot, in order to give room for the lineman pulling out of the line; thus he will not be driven too far back. Notice the feet of the lineman pulling out. He has pivoted and has stepped back about four inches with his left foot, but he has gained a little ground to his left; his foot is pointing in the direction he is going. He also is driving off the ball of his right foot.

Illustration 6 shows the position of the feet of a defensive lineman who is using a four-point stance. He is driving off the toes of both feet. (Another terrific strain on a football shoe.)

In Illustration 7, the position of the feet of a defensive lineman who has submarined is shown. He has charged forward off the toes of both feet and is about to spring up.

The position of the feet of an offensive center is illustrated in 8. The toe of his right foot is in



line with the heel of his left foot. His weight is well distributed on the balls of both feet. Care should be taken that his feet are not too far apart.

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**OTIS COFFEY, Pampa, Texas**

where the weakness lies. They indicate the things to stress and those to avoid. When I approach the question of how to coach my football team, and occasionally wonder if there might not be a different way, perhaps better and particularly easier, they solemnly and invariably answer: Coach, here is the only way to develop a good team: 1. Get your boys into condition. 2. Teach fundamentals well. 3. Use a simple offense. 4. Use a simple defense.

### Get Your Boys Into Condition

The first, and most important thing to do is to start getting your boys into condition to play football. Proper conditioning is one of the simplest, yet one of the most difficult of your chores. It is difficult because, coach, you find it so easy to let things slide, and you cannot do that, not even for a single day.

You must never lose sight of the fact that football requires a special kind of condition. What is good for one sport is not necessarily good condition for another. Football conditioning requires a large dosage of contact work and football playing.

Time is essential in conditioning. The process is a continuous one from the start of the season until the end, but you must improve the condition of your squad at the beginning of the season as rapidly as possible for the following reasons:

*Hard work is the basis of good morale.* Morale is the most important factor in football. With your boys conditioning themselves by digging their noses into the dirt, running until their knees wobble, driving themselves to sweaty exertions, they soon learn that the price of success is hard work. Once they have learned this, you have given them the basis for good morale. Get this started early and in the right way, and you will be on the track toward good mental condition as well as good physical condition.

*Early scrimmages are desirable.* The sooner that you can start scrimmaging, the earlier you will know your personnel and how to use it. Until you know this, you can make but little progress in developing your team. You cannot scrimmage successfully until your boys are conditioned to stand it. Therefore, you must get them in shape for it quickly.

The conditioning of your boys is simple; the difficulty lies in carrying it through with determination. Always keep in mind that a good routine must be followed conscientiously, and stick to it as closely as you possibly can, making an exception only when it is necessary to do so. Here are the fundamentals: 1. Regularity. 2. Running and special exercises. 3. Scrimmaging. 4. Protection.

*Regularity.* Each boy must attend every practice unless he is excused for an emergency or illness. He takes part in the conditioning drill daily or, if injured, in as

much of it as his condition will allow. Each boy must eat regularly and avoid eating between meals. Each boy must have a regular time for going to bed and for arising and should get at least nine hours of sleep each night.

*Running and special exercises.* Have the boys run every day as a conditioning exercise, and then work into your regular practice as much running as possible. The latter must be intensive. For instance, when your guards are practicing pulling out, make them go at top speed. Except when scrimmaging, spend fifteen to twenty minutes in running every day for the first month. Divide the running as follows:

*Jogging:* Make them warm up by jogging before every practice. Be sure that you do not omit this. If they are about to scrimmage or play a practice game, they must jog around the field before starting to play. Do not let them sprint or do any violent exercise before jogging.

*Starts and sprints:* After warming up by jogging, have them practice and compete in starts. Emphasize speed in getting off the mark with a sprinter's start. Also emphasize breaking into a sprint from a walk.

*Backward running:* After a reasonable number of forward sprints, turn them around and let them sprint backward. Make them run backward the length of the field once or twice daily.

*Relays:* Later in the season, a simple relay that includes ball-handling may be used in place of the starts, sprints, and backward running. Here is a suggestion. Line up two teams, pairing the members of each team into twos. Each team uses a ball. Two runners from each team start simultaneously, running the length of the field and back. As they run, they toss the ball back and forth, taking not more than five steps between each two tosses. If they drop the ball, one player must fall upon it before continuing. When they have run the length of the field and back and crossed the ten-yard line, they toss the ball to the next couple, who are standing behind the goal line. The race continues until each pair has completed one or two trips.

*Calisthenics:* For the first month, give your boys a few conditioning exercises each day before they do any running. Let them jog around the field twice; then give them the following exercises for about ten minutes:

*Body bending*—Emphasize stretching the arms above the head to stretch the abdominal and back muscles as well as reaching downward to stretch the leg muscles.

*Knee bending*—Both with heels raised and with heels flat on the ground.

*Agility*—From standing position with arms folded, have them, upon command assume a sitting or lying (on back) position, then, upon command, come to the erect position.

(Continued in October)



# WHY ATHLETICS IN WAR TIME

When we entered the World War in December, 1941, the American people naturally set about to determine what institutions, industries and activities were essential to the war effort, and to suggest that those which were not essential be discontinued for the duration.

There were certain indications that sports might be discontinued more or less generally, because some seemed to believe that it was wrong for boys, who were waiting for their numbers to be called, to toughen themselves, let us say, by playing college football. At any rate, no one in the early days of 1942 attempted to give the American public an answer to the question, "Are athletics of value to a nation at war?" With this in mind, the Athletic Institute in October, 1942, assumed the responsibility of presenting from time to time the opinions of public men whose views merited respect regarding the value of athletics and the question as to whether or not they should be continued for the duration.

Condensed summaries of releases that were issued by the Institute in the months following Pearl Harbor, and resumés of addresses, containing arguments for war-time athletics, as collected and recorded by the Institute, have been assembled in booklet form. They are presented, not with the idea that they have today any special news value, but with the thought that coaches who are frequently called upon to make public addresses, or to write articles, may find material in these excerpts of value.

Write for a copy of the booklet.

**THE ATHLETIC INSTITUTE**  
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# The 1944 All-Star Game

**T**HE first game played each fall to command national attention is the All-Star game. The game this year at Northwestern's Dyche stadium showed conclusively that football has not lost any spectator appeal. The personnel of the team included many army men who were

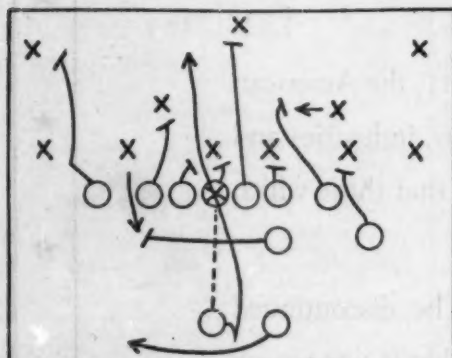
on furlough. Some of these men had only a few days' practice after they joined the squad. In spite of the short-time conditioning, such as football work requires—much leg work and running—to which many of these men were not accustomed, the All-Stars put up a great game, a credit

to the coaching staff.

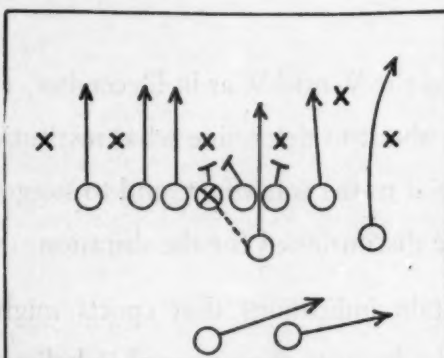
Diagram 1 shows a trap play used for several good gains.

Diagram 2—A fast end run used for a good gain in scoring territory.

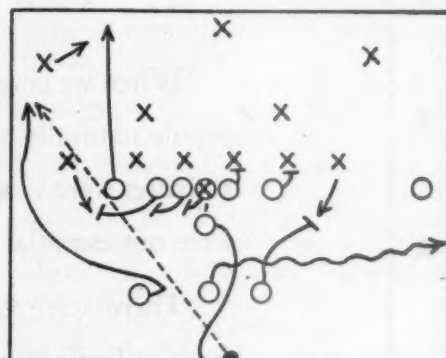
Diagram 3—This pass nearly won the game for the All-Stars in the closing mo-



DIAG. 1



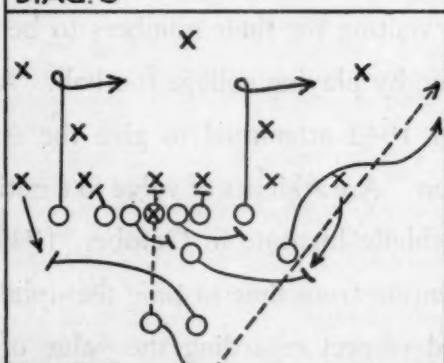
DIAG. 5



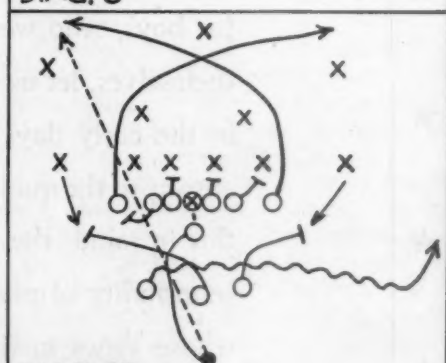
DIAG. 9



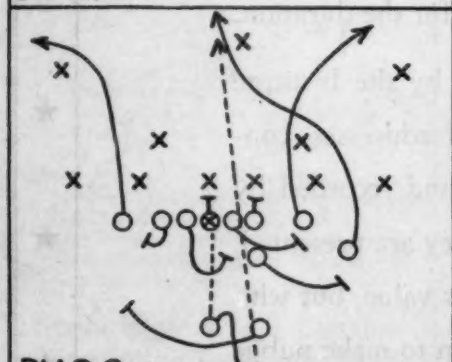
DIAG. 2



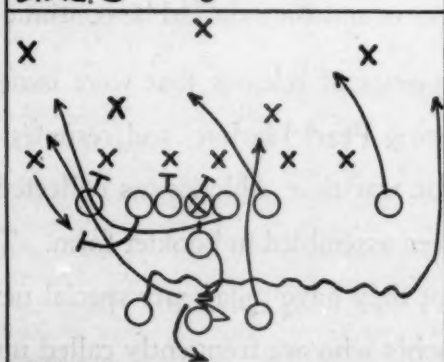
DIAG. 6



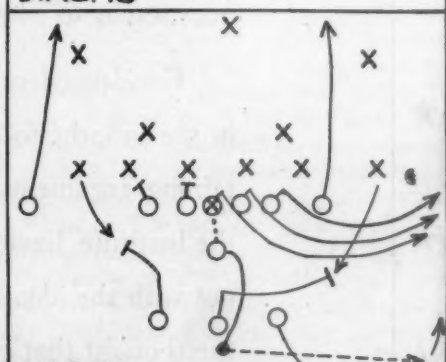
DIAG. 10



DIAG. 3



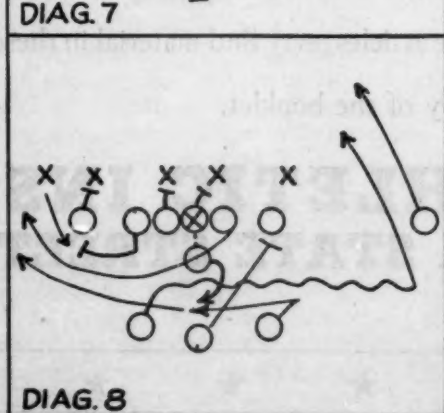
DIAG. 7



DIAG. 11



DIAG. 4



DIAG. 8



DIAG. 12



ments of the game, but the wet ball, thrown by Dobbs slipped through Trippi's hands when he was in the clear behind the Bear safety.

The first touchdown, for the All-Stars was scored on the pass shown in Diagram 4. The ball was on the 6-yard line on the offensive right side of the field and was caught by Miller of Notre Dame.

As shown in Diagram 5, Sabon of Indiana scored the All-Star third touchdown on the second of two successive sneak plays. The two plays were used when the ball was on the Bear's 6-yard line.

Dobbs' best pass thrown to either of the three receivers is shown in Diagram 6. Yonaker of Notre Dame playing right end was the player maneuvered most frequently into the open.

Several good gains were made by the Bear fullback on the play shown in Diagram 7.

Diagram 8 shows about the same play as that in Diagram 7 except that it goes around end.

The play shown in Diagram 9 was used several times.

The Bears second touchdown was made on the long pass shown in Diagram 10.

A screen pass which was very effective against the All-Stars on several occasions is shown in Diagram 11.

Against the All-Stars the Bears used a 6-2-3 and 5-3-3 defensive alignment.

## Highlights of the Coaching Schools of the Texas High School Coaches Association and the University of Tulsa

(Continued from page 11)

back with his left hand or shoot a lateral to the fullback going wide to the right, and vice versa.

The halfbacks on quick-opening plays, going straight into the line, will receive the ball by placing one hand above, and one below it. The right halfback will place his *left* hand underneath the ball and the *right* hand on top of it. The left halfback will have his *right* hand underneath the ball and the *left* hand on top of it. This principle is contrary to the teachings of Clark Shaughnessy, but it is one which I have found to be very effective. Frank Leahy of Notre Dame has also changed from the modern method advocated by Mr. Shaughnessy to the old method which I employ.

The stance and mannerism of our quarterback is slightly different from that of most coaches. In the first place, I want my quarterback to assume a stance with his knees fairly well flexed, while the quarterbacks of the Chicago Bears are told to assume erect positions. In front or rear

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pivoting either to the right or left, the quarterback on our club always takes a step in the direction of the man-in-motion before pivoting.

## The T Formation

By Skip Palrang  
Boys Town, Nebraska

**A**S a word of introduction, I should like to say that I am very happy to be here. The topic of my discussion is one in which I am most interested; and since I have been allotted only five lecture periods in which to develop my subject, I shall dispense with all preliminary remarks.

Without the man-in-motion, the T formation is just another formation, and perhaps not so strong as the double wing-back formation or the box formation. By the use of the man-in-motion, however, the formation becomes a dangerous offensive weapon, from which a coach can get good passing, good quick-kicking, good trapping, fast deceptive bucking, and excellent end running.

### The Alignment

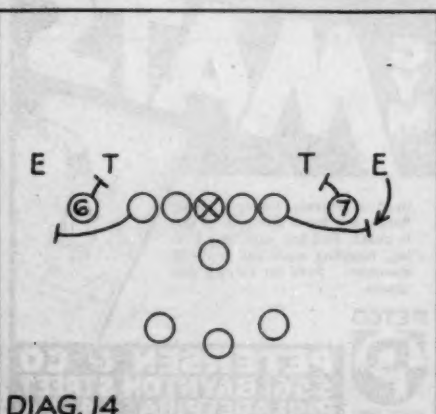
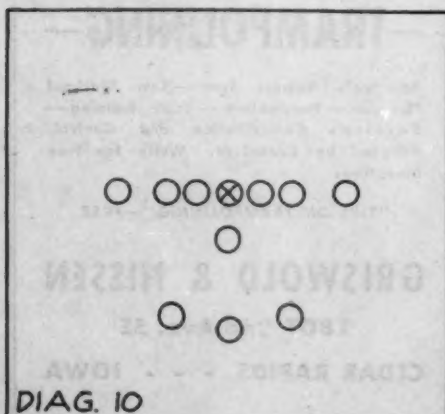
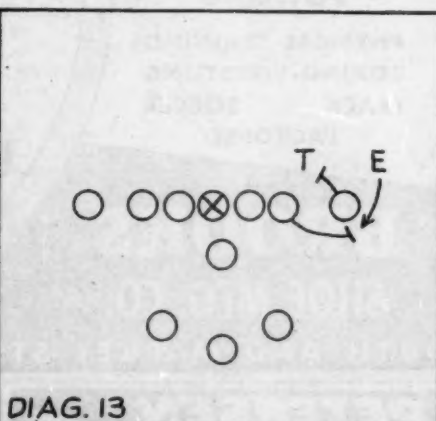
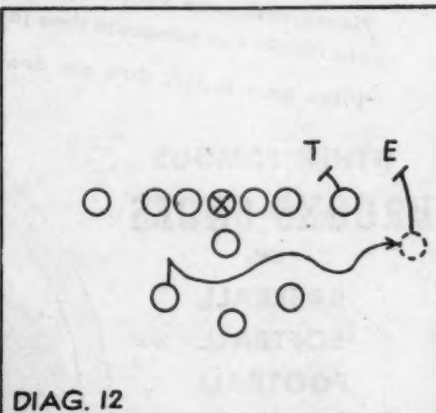
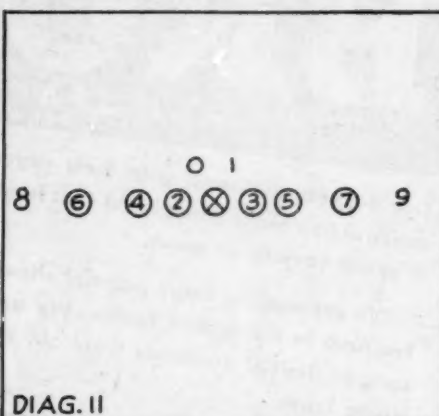
Diagram 10 illustrates the alignment of players when the T formation with the man-in-motion is used.

The line should be balanced. The ends play from one to two yards removed from their own offensive tackles. The tackles line up close to their guards in some instances; and in other instances they take a position one foot from their own guards, according to the size of the offensive men and the nature of the play. The guards may line up next to the center, or be cut off as much as one foot.

Since the halfback assumes his position with respect to the position of the tackle directly in front of him, the spacing of the tackle from the guard should be consistent. This is necessary if the quarterback attains the correct arc of his pivot and correct timing, ball-handling, and faking. If the tackle varies his position from play to play, the quarterback must do likewise, or he can never become smooth,

deceptive, and exact in giving the halfback the ball. This would result in many fumbles.

The fullback should assume a position four and a half yards directly behind the ball. This distance should always be exact.



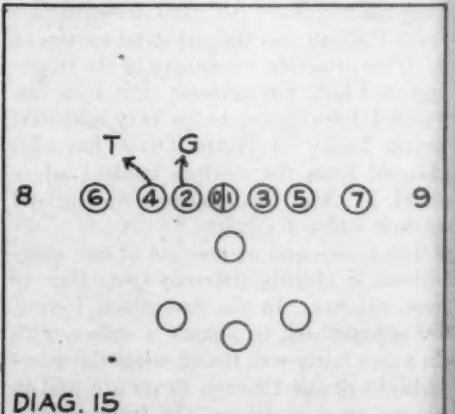
The halfbacks split the outside legs of their own tackles, to a depth that will place their heels even with the fullback's toes. This location will not vary except under special conditions.

### Personnel

The first requisite of the quarterback is his ability to pass the ball. The best passer on the squad should be used in this position. The effectiveness of the T formation will depend, more than anything else, on the ability of the quarterback. Any high school player can learn the ball-handling duties and various steps of the quarterback and his other assignments. The more experience he has had in calling signals, however, the more effective he will be. He is not to be used as a blocker in one single instance, if he happens to be the punter. His importance to the ball club justifies the coach "handling him with kid gloves." Normally, a coach will not care to have his quarterback carry the ball very often. His importance as a ball-handler, passer, and signal-caller cannot be over-estimated. The quarterback is the key man on every play since he is the first to handle the ball. This fact, together with the importance of calling plays, makes him indispensable.

The fullback should be a fast broken-field runner. He should be a specialist in running off tackle, running ends, and running reverse plays. He must be in perfect condition with "worlds" of endurance, as he will be used as a ball-carrier twice as many times as the two halfbacks. He should also be an excellent blocker for the passer. Since he blocks the on-rushing ends, he has the roughest and toughest blocking assignment on the team. Normally, he is the line-backer; hence, he should be rugged and a hard tackler, in addition to the other requisites. He is the key man on running plays.

The halfbacks must be very fast and exceptionally quick starters. They should be shifty in a broken field and excellent pass-receivers. They are used on the fast-breaking, quick-opening plays. One of the backs is generally in motion. This maneuver keeps the defense busy trying to cover





the different possibilities. A man being in motion takes away some of the original running possibilities; however, he adds so much to the passing possibilities that the gain as a whole far out weighs any loss in strength by his leaving the original formation. The halfbacks act as decoys or deep secondary blockers on most running plays.

### The Signal System

Diagram 11 illustrates the numbering of the linemen when the T formation is used. The spots at which the plays hit are indicated by the position of the offensive linemen. There will be no variation in the path of the ball carrier on a given play regardless of the positions assumed by the defensive linemen. If the play is to go over the outside leg of the right offensive guard, it will not vary whether the defensive team is in a 5-, 6-, or 7-man line. The guards' assignment may vary, but the path of the ball-carrier will remain the same.

All 8 or 9 plays go wide around the defensive ends. One of the backs will block the outside man inward at the hole, and the end will block *away* from the hole, on the line, if there is a defensive man within one-half space, and he will block in the secondary if there is not a defensive man within one-half space. If either of these two plays are delayed plays, the blocking in at the hole is a cross block between the tackle and end, the end blocking the tackle inward, and the tackle crossing behind and blocking the defensive end or outside man inward. The guards and center block away from the hole, if there is a defensive man within one-half space and they will block in the close secondary if there is not a defensive man within one-half space. Diagrams 12 and 13 illustrate the above fundamentals.

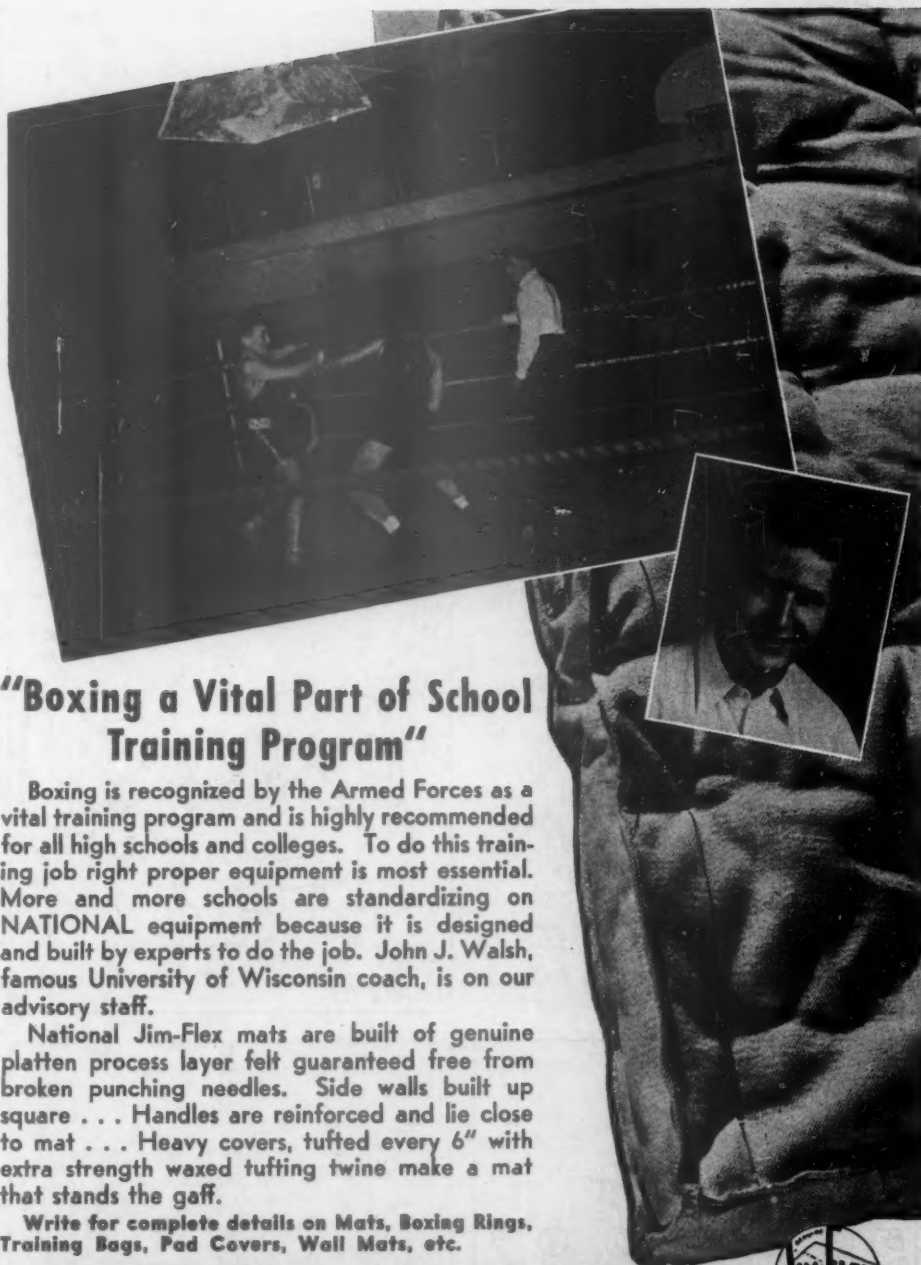
All 6 and 7 plays are run at the outside leg of the 6 and 7 men. They develop by the end blocking inward and the tackle blocking outward as indicated in Diagram 14.

All 2 and 3 plays are run at the outside hips of the 2 and 3 men. In the 2 plays, there is split blocking between the 2 and 4 linemen. In the 3 play, there is split blocking between the 3 and 5 men. Diagrams 15 and 16 indicate this blocking arrangement.

All zero and 1 plays hit the left and the right hip respectively of the center. On the zero play, there is split blocking between the center and the left guard. On the 1 play there is split blocking between the center and the right guard.

Diagram 17 illustrates the numbering of the backfield men when the T formation is employed.

Since there are two different types of plays from the T formation, there must be something in the signal system to designate each. When a play is to be run without a man-in-motion, this fact is indicated



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by calling a certain snap number. In case the number 4 back is to carry the ball through the number 3 hole and the play is to be run without a man-in-motion, the signal can be given in this manner: 43 on 4. This number is given in the huddle. The first digit of the first number indicates the back who is to carry the ball; the second digit of the first number indicates the spot he is going to hit. The last number called indicates the count on which the ball is to be passed. Hence, the number 4 back is to hit through the 3 hole, and the ball is to be passed on the fourth count.

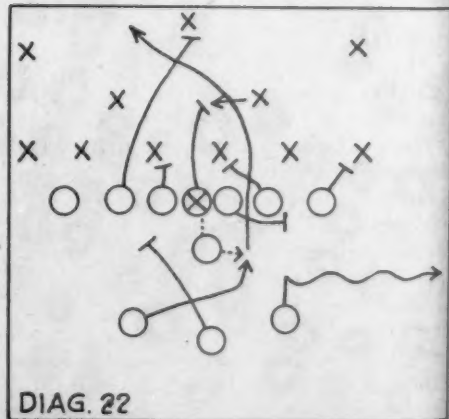
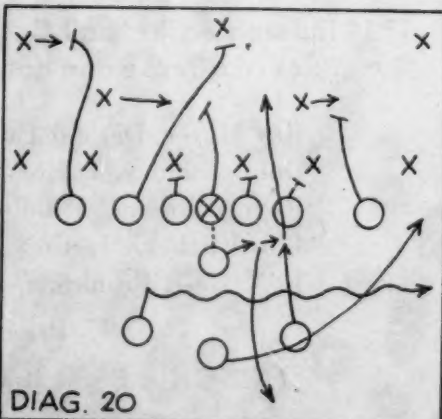
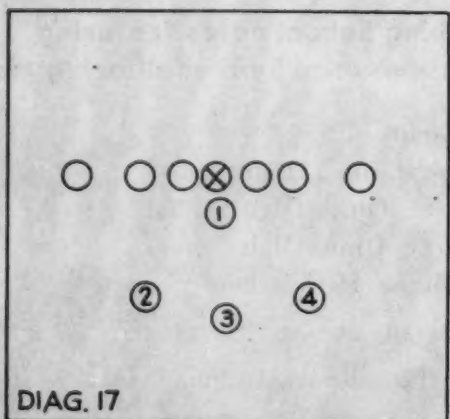
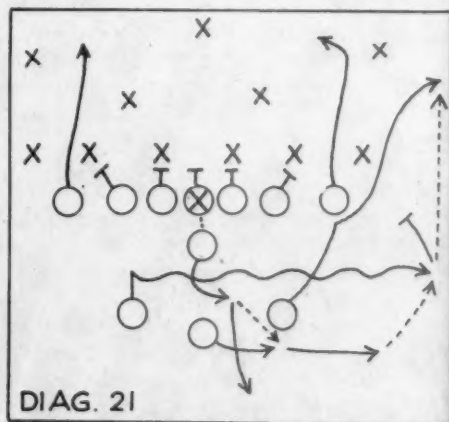
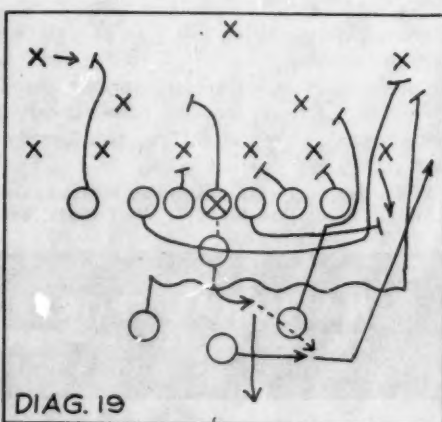
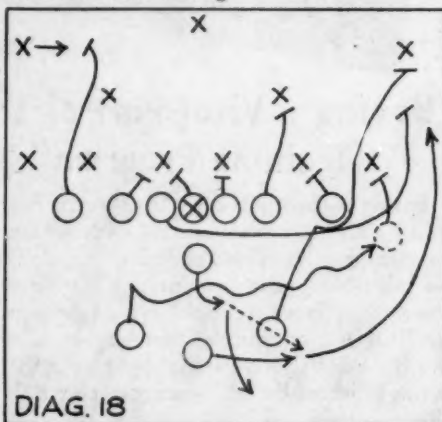
If the play is to be run with a man-in-motion, the snap number is indicated by a double digit number, as: 43-26. The first digit of the second number indicates the back which is to be in motion and the second digit of the second number indicates the count on which the ball is to be passed.

If the quarterback wishes to put the number 2 back in motion in the opposite direction, he might put the word opposite after the snap signal, such as: 43-26 opposite.

The left halfback starts in motion by stepping forward, toward his own left end with his left foot; he immediately drives hard to the right, faking for the ball as he passes in front of the fullback and behind the quarterback. He should run with his left shoulder dropped forward, in order to aid him in his faking. He should use vigorous leg-and-arm action to distract the defense. In some instances the halfback "sets" outside the end as a flanker; on

others he drives up the field on the snap of the ball; and in other cases, he goes out wide and remains stationary until the play is completed.

The right halfback on quick-opening plays makes a quick fake by taking a very short, fast step with his left foot toward his own left end and by faking with his eyes, his shoulders, and his body before driving straight into the hole. He will run with his left hand over his left hip, his right elbow over his right hip, and with his forearm parallel to the ground. He should look straight at the hole and the secondary, and not at the quarterback or the ball. As the ball is placed in his stomach by the quarterback, he should clamp it with his right arm and hand. He then gives the ball extra protection by putting his left hand over it. The coach should spend a great deal of time in developing smooth ball-handling.



The fullback should use two different steps in leaving his original position. On quick-opening plays, he should use a lead step, commonly known as the Y step. On off-tackle plays and end runs, the fullback should start with a cross-over step. When the fullback is given the ball by the quarterback, he receives it in the same manner as the halfbacks. On counter plays, he fakes.

### Ball-Handling and Steps

The technique in passing the ball to the quarterback is materially different in the T formation from that when other formations are used. In the first place, the center assumes a much higher stance in the T formation than in others. He usually passes the ball with one hand and with his other forearm on his thigh. From this position, it is possible for the center to be just as effective a blocker as any other lineman. This factor has been one of the contributing elements in strength and dangerousness of the T formation.

The stance of the offensive center should be fairly wide and solid and one from which he can make a fast charge. He should keep his head up and his eyes looking straight ahead at all times. The center should grasp the ball with his fingers on the lace and on the front of the ball, and he should lift it up parallel with the ground, then back. It should be rotated slightly sidewise as it is snapped back to the quarterback. The center should move on the ball and not after the pass has been



made to the quarterback.

The quarterback should assume an almost upright position with his left foot six inches ahead of his right. Both feet should be pointing straight ahead and comfortably spread. His left foot should be flat on the ground, but with the weight on the ball of the foot. The left foot should be in such position that the heel is slightly raised, but with the weight also on the ball of the foot. From this position, the quarterback makes the various front and reverse pivots. The front pivots are made by the quarterback stepping across his back foot with his front foot, the amount of pivot depending upon whether the play requires a one-fourth, one-half or five-eighths pivot. On the other hand, the rear pivot is made by swinging the front foot back and around the back in such a manner that a one-fourth, one-half or five-eighths reverse pivot results. The size of the pivot will depend upon the distance between the quarterback and the offensive hole.

The quarterback maintains a position very close to the center, with his left leg slightly touching the center. His right hand should be pressed against the center's crotch; his left hand should be pointed downward. The wrist of his left hand should be about three inches below the right wrist. The fingers of the right hand should be comfortably spread, exerting a considerable amount of pressure upward against the center's crotch. He should grasp the ball as the center snaps it against the palm of his hand. A point to stress is that the quarterback must follow the center with his right hand as the center charges, until the ball changes hands. The quarterback should turn the ball downward slightly as he pulls it to his stomach before pivoting. A fake is made to the left, when the quarterback with his back to the line of scrimmage gives his empty hand to the would-be ball-carrier. The fake is made to the right to a halfback with the elbow. The work of the offensive linemen can be made very easy by good backfield faking. The linemen usually can tell when the backs have done a poor job of faking.

In every instance, after actually giving the ball to a ball-carrier, the quarterback should carry out an effective fake to another back, or an effective fake to pass the ball in the direction of the man-in-motion before receiving the ball. On wide plays the ball-carrier receives the ball from the quarterback on a low, underhanded lateral pass, unless the play is a counter play or a reverse.

The fullback normally adds a great deal to the deception of the T formation. On most pass plays, he fakes to receive the ball from the quarterback blocking an end. He fakes to receive the ball after most quick-opening plays by the halfbacks.

Diagrams 18-22 are a few of the plays that we have used.

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# The Selection of Scientific Material for Coaches and Trainers

W. W. Tuttle  
University of Iowa

WHILE writing the series of articles which appeared in Volume XXIV of the *Athletic Journal*, the question was always before us as to what type of material would be of greatest interest to both coaches and trainers. During the course of the year we used our own judgment in selecting topics for discussion. Because we received numerous inquiries concerning the series presented last year, we have a right to assume that the group to which they were directed was not wholly uninterested in the articles.

The scope of a subject like the physiology of exercise is enormous. Due to the fact that the war effort has stimulated a tremendous interest in physical training which is pointed toward increasing the capacity of the members of the armed forces to do work, the current literature contains a large number of articles pertaining to the subject. The material varies from very simple statements of facts, to very complicated discussions of highly technical subjects. Even though one reads very diligently, it is almost impossible to cover the material, and at the same time devote one's self to professional duties. In addition, the material can be classified as good, bad and indifferent and some of it does not pertain directly to the problems of coaches and trainers. The writer believes that a summary and critical evaluation of recent reports will be of value to the readers of the *Athletic Journal*. In view of these facts, it occurs to us that articles written for the *Athletic Journal* might well consist of a discussion of topics that are in the foreground at present, and which are of vital interest to the coaching and training profession. But before such an article is undertaken, the question always must be answered; is the topic well chosen?

In general, the material which one encounters in reading the journals and discussing problems with those engaged in physiological research falls into three general classes, viz., fundamental problems, the practical application of established principles, and the testing of results obtained by the use of physical training procedures. Out of all of these approaches, many interesting and vital results have been obtained. For the most part, however, the results obtained are not pointed toward any single sport, but are useful to the field in general. This means, that if they are to be applied in the case of a given sport, they must in many instances

be repointed and reconsidered. This kind of thing can be rather widely done by bringing material together, by regrouping and modifying it.

By studying numerous coaching and training procedures which were in vogue, it was discovered that many of the practices were sound, and gave satisfactory results. On the other hand, it was discovered that some of them were wrong, and needed to be revised. Since there is always a certain amount of lag between the discovery and the application of principles, perhaps one might choose topics for discussion with this idea in mind.

One of the most time-saving devices for busy people who are interested in keeping abreast of the progress of their profession is the annotated bibliography. These bibliographies serve several purposes. In the first place, they give the reader a general idea of live topics. Also, they give him enough information about the topic under consideration so that he can decide if the original article has sufficient bearing on his work to justify taking the time to read it. It is the writer's opinion that an up-to-date bibliography, with succinct descriptions of the topics presented, will be of great value to those coaches and trainers who have access to the journals usually found in medical libraries.

Then there is the material which is obscure as far as the majority of coaches and trainers is concerned. It is out of the realm of the possible for every school or even every community to obtain and maintain a complete library of the journals and periodicals which appear at frequent intervals. It might be of value to the readers of the *Journal* if abstracts of articles were prepared which deal with some of the more obscure material which is of interest to coaches and trainers.

At the beginning of the war, the demand for training schedules was so great that in some instances it was necessary to institute procedures that were somewhat questionable. As time went on, and the various procedures were scrutinized critically, many changes were made so as to include only those that seemed to fit the groups in question. Out of this adjustment came considerable information of interest as to the kind and duration of the training program required to meet various situations. The fact that the groups in question were heterogeneous as to capacity to do physical work made the problems of the setting up training programs doubly difficult.

At present, the results of the scientific scrutiny of various programs are being made available to the civilian interested in this field. It might be worth while to consider some of these problems.

Perhaps the most confusing, and most neglected part of the whole training program, as far as coaches and trainers are concerned, is the testing program. There are good reasons for this, because all available tests are not as reliable as desired, and their administration is time-consuming. In addition, the scientific manipulation of the results of tests is confusing to some because of the apparently complicated statistical procedures employed in the evaluation of test results. As a matter of fact, where one has reliable tests available, their use is quite simple. The use of tests in general and in specialized fields would serve as a basis for profitable discussion.

The question of athletic injury is one that is ever before us. To undertake to prescribe the treatment for athletic injuries, is not only a medical specialty, but might create a real danger, if procedures of a general nature were to be undertaken by anyone but a physician qualified in the field of athletic injuries. However, by becoming acquainted with anatomic relationships and physiologic functions, coaches and trainers are better able to recognize the various types of injuries and to assist the physician in their treatment. There are many interesting topics on the nature of injury that serve for profitable discussion.

It is at once recognized that the field of athletics covers a vast territory of theory and practice. Each coach and trainer has many problems which are solvable, but which are too time-consuming and highly specialized to lend themselves to solution except in the hands of the specialist. The chief service which those who are not actively engaged in the field of sports can render to the coaches and trainers is to assist in making available the material which is constantly appearing in scientific journals. Without the services of the journals which are devoted to this objective the problems become impossible. It is the exchange of ideas which speeds progress.

It is the objective of the current series of articles to render a useful service to coaches and trainers of the country. If this objective is not attained, then the whole purpose is lost. In many cases, sug-



gestions from the readers are very useful to those who are attempting to serve a group with a wide variety of interest. Therefore, comments and suggestions

will be gratefully received and studied. Furthermore, we have access to an almost unlimited amount of material bearing on the problems of the coaches and

trainers. It is always a pleasure to serve these groups by making any of this material available to them in one form or another.

# Conditioning To Win

By Vadal Peterson

Head Basketball Coach, University of Utah

**Y**OU can't expect an eighteen-year-old high school graduate to play a full forty-minute college basketball game under college rules. Freshmen cannot meet the requirements of normal college athletics. That statement, written last year by a sports writer in the Rocky Mountain area, was a popular subject for discussion on our return trip from the National Collegiate Athletic Association and Invitational tournaments.

He was not alone in his opinion. Many sports writers over the country believed and wrote that youngsters could not take it. The answer to this has been proved many times, but it was never brought home more emphatically to us at the University of Utah than in our recent basketball season.

Like most other all-civilian teams, we had to rely to a great extent upon freshmen. Three of our starting five were fresh-

men, and the other two were sophomores. A bench full of capable reserves was a thing of the past. Our three freshmen regulars, Ferrin, Bob Lewis, and Smuin, reached the eighteen-year-old mark in mid-season.

On our Eastern trip we used only six men, except for one minute in the Missouri game, playing, in the course of eleven days, five of the outstanding teams of the country, and covering over seven thousand miles by railroad in the three-week period. Incidentally, we won four of the five games.

After the National Collegiate Athletic Association championship game on Tuesday night, we were very much worried. We wanted to win the Red Cross play-off game with St. Johns two nights later, but our youngsters had looked "all in" on the floor. At the start of the overtime period in the Dartmouth final, those five boys showed what an effort it was to get up off

the floor. To go on and win seemed too much to expect, but they did just that.

In the four games with Kentucky, Missouri, Iowa State, and Dartmouth including the five-minute overtime period, Ferrin and Wilkinson, each had played all 165 minutes—every minute of every game under the greatest pressure imaginable. Bob Lewis had played all of every game except for one minute in the Missouri contest.

In the St. Johns game we used only the same six men the whole forty minutes. Ferrin played every minute for the fifth straight game, scoring the last five points in the game, and looking fresher at the end than at times during the contest. Wilkinson also played every minute for his seventh consecutive game. Bob Lewis played all but two minutes.

This was not an unusual situation for us, for several times during our regular season in hard games, we used only six

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men. It might also be pointed out that, most of our opponents were service teams or colleges using navy or marine trainees, with men considerably older and more experienced than our team of all-civilians.

There is only one explanation of our ability to do this: *Condition*. In these days with few reserves, the starting five must be in condition to "go the route," often against service teams in top shape. Here is our season's schedule for getting into shape besides the customary scrimmages and drills.

In the very early part of the season, various calisthenics are given: abdominal exercises to churn the circulatory, respiratory, and excretory systems; leg exercises to develop leg muscles and suppleness of hips; shoulder exercises to relax or loosen up shoulders and arms; wrist and finger exercises to develop complete relaxation of all muscles.

The exercises most commonly used are: the side straddle hop; arms sideward, upward swinging; arms circling; alternate toe-touching; hopping in place or rope skipping; push-ups; supporting body on fingertips; sit-ups; and any other good exercises to develop the trunk and limbs. We use, also the usual games of "keep-away" and "21" in daily workouts.

We worked under a hardship this past year, because the armed services stationed on our campus were housed in our new fieldhouse. That meant we used our old campus gymnasium for workouts, and a local gymnasium for our scheduled games. Seven of our first nine boys were in medical or engineering school, and, because of late laboratory classes, could not practice before 5 p. m. Intramurals and late army classes took over the gymnasium after 6 p. m. With showering, taping, etc., it was a rare occasion, when we had a full hour of practice in a day. Our workouts, therefore, had to be well arranged and intensive.

We held workouts two days each week during October, three days per week during November until Thanksgiving, and five days thereafter throughout the season.

Our most successful condition-builder was a combination drill which developed legs, trunk, breathing, and balance, and assisted in the co-ordination of stops, starts, turns, take-off or lunge, and brain response.

The drill took place every day at the end of the day's workout. The coach carried a whistle; the squad lined up facing one end of the floor, all facing the same way. At the sound of the whistle the boys begin walking toward the opposite end of the floor; the whistle blew and they stopped short, reversed direction, and began walking the other way; as the whistle was blown again, they stopped and reversed again, and so on. The distance covered before the whistle blew varied from one step to ten or fifteen steps. The boys had to be on their toes.

We emphasized form in this drill. It is

essential that the toes be pointed straight ahead at all times. The normal tendency is to stop by turning the foot sideways. The boy must stop while pointing his toes straight ahead for two reasons: (1) Using the side of the foot is dangerous and leads to ankle injuries; (2) In this position he can reverse direction by turning either way, so he will not develop one turn only. As he stops, the trunk of the body is bent forward, the buttocks drop, until the heel of the rear foot is touched; the arms are used for balance, being held forward in front of the chest almost as though they were catching a pass; then the boy changes direction—either way, so he does not develop a habit of turning one way only. In coming out of the turn, the knees straighten and the trunk rises by a violent lunge or springing forward in the new direction with the completion of the turn. Then the walking begins again.

After good form and good body-balance have been attained in the stops and turns, at a signal from the coach, the squad begins *running*, reversing direction as above at the sound of the whistle.

A word of caution should be given. At the beginning of the season, when this exercise is used, it should be remembered that it is a matter of seconds only before a young boy gets completely exhausted. The exercise is a "tough" one. The pace from running to walking should be changed frequently. As the season progresses, the length of the period of running may be increased as the physical condition of the squad improves. Even at the middle, or end of the season, this exercise should not take more than two or three minutes altogether. It should still include running and walking alternately, not running alone. Later in the season, the above exercise may be followed by a *short*, but *fast* sprint, the boys circling the playing floor several times, before going into the showers.

This drill proved a great conditioner. It developed calf and thigh muscles, suppleness of hips, nimbleness of feet, and endurance of leg. It includes all necessary knee-bending exercise, stops and turns; by insisting on starting in each new direction with a lunge, the boy rises on his toes. Thus, we believe, is the start of teaching backboard tactics and agility.

In twenty-six games, we played in the past season, including the five on our eastern trip, we called time-out fifty-five times, an average of twice per game. Our opponents called time-out eighty-five times, or three times per game. This does not necessarily prove our fellows were in better shape, but it does prove that the men were in good enough condition that it was not necessary to use all the rest periods allowed.

When we watched some of these eighteen-year-old boys going at top speed for a full game against top-flight competition, our staff became very devout believers in this little conditioning drill.

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